

**THE INFLUENCE OF USING FLIPPED CLASSROOM TOWARDS
STUDENTS' READING COMPREHENSION ON NARRATIVE
TEXT AT THE SECOND SEMESTER OF THE EIGHTH
GRADE AT SMPN 1 MARGA SEKAMPUNG
IN THE ACADEMIC YEAR OF 2018/2019**



(A Thesis)

Submitted as a Partial Fulfillments of the Requirements for S1-Degree

By

RINI OKTIYANI
NPM. 1511040323

Study Program : English Education



Advisor : Meisuri, M.Pd

Co-Advisor : Nunun Indrasari, M. Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1441 H / 2019 M**

ABSTRACT

THE INFLUENCE OF USING FLIPPED CLASSROOM TOWARDS STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT THE SECOND SEMESTER OF THE EIGHTH GRADE AT SMPN 1 MARGA SEKAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

**BY:
RINI OKTIYANI**

The research was conducted based on the preliminary research that showed many students got difficulties on reading. The students were still confused to comprehend English text especially on narrative text. To find a solution, the researcher applied Flipped classroom. This strategy helped students in comprehending the text by using a video. The objective of this research is to know whether there is an influence of Flipped classroom towards students' Reading Comprehension on Narrative Text at the Second Semester of Eighth Grade at SMPN 1 Marga Sekampung in Academic Year of 2018/2019.

The research design was quasi experimental design with the treatment held in three meetings, 2x40 minutes in each meeting. The samples of this research were two classes, VIII C as the experimental class and VIII B as the control class. The researcher used Flipped classroom in experimental class and Traditional Classroom as the model by the English teacher in control class. The experimental class consisted of 31 students and control class consisted of 32 students. In collecting data, the researcher used test instruments of pre-test and post-test. There were 50 items for pre-test and 50 items for post-test before validity in the form of multiple choices. After validity test, the instrument test was 25 items for pre-test and 25 items for post-test. Finally, the researcher used Independent Sample T-Test to analyze those data.

From the data analysis, it was found that the result of test was t_{observed} (2.5762) with t_{critical} (1.9996), it means that H_a is accepted and H_o is rejected. It can be concluded there is a significant influence of using Flipped classroom towards students' reading comprehension in Narrative Text.

Keywords: Flipped Classroom, Narrative Text, Reading Comprehension, Quasi Experimental



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260

APPROVAL

**Title : THE INFLUENCE OF USING FLIPPED CLASSROOM
TOWARDS STUDENTS' READING COMPREHENSION ON
NARRATIVE TEXT AT THE SECOND SEMESTER OF THE
EIGHTH GRADE AT SMPN 1 MARGA SEKAMPUNG IN THE
ACADEMIC YEAR OF 2018/2019**

**Student's Name : RINI OKTIYANI
Student's Number : 1511040323
Study Program : English Education
Faculty : Tarbiyah and Teacher Training**

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty,
Raden Intan State Islamic University Lampung

Advisor,

Co-Advisor,

Meisuri, M. Pd
NIP. 19805152003122004

Nunun Indrasari, M. Pd
NIP. 198707272015032006

**The Chairperson
English Education Study Program**

Meisuri, M. Pd
NIP. 19800515 200312 2 004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

ADMISSION

A thesis entitled : "THE INFLUENCE OF USING FLIPPED CLASSROOM TOWARDS STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT THE SECOND SEMESTER OF THE EIGHTH GRADE AT SMPN 1 MARGA SEKAMPUNG IN THE ACADEMIC YEAR OF 2018/2019", By: RINI OKTIYANI, NPM: 1511040323, Study Program: English Education, was tested and defended in the examination held on: Friday, August 2nd, 2019.

Board of Examiners:

The Chairperson : Bambang Irfani, M.Pd

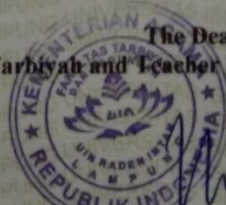
The Secretary : Septa Aryanika, M.Pd

Primary Examiner : Nurul Puspita, M.Pd

The First Co-Examiner : Melsuri, M.Pd

The Second Co-Examiner : Nunun Indrasari, M.Pd

The Dean
Tarbiyah and Teacher Training Faculty



Prof. Dr. Hj. Nirva Diana, M.Pd
NIP. 19640823 198803 2002

DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Flipped Classroom Towards Students’ Reading Comprehension on Narrative Text at the Second Semester of the Eighth Grade at SMPN 1 Marga Sekampung in the Academic Year of 2018/2019” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, August 2019

Rini Oktiyani
NPM. 1511040323

MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝٢ اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ۝٣ الَّذِي عَلَّمَ بِالْقَلَمِ ۝٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝٥

In the name of Allah, Most Gracious, Most Merciful

1. Proclaim! (or read) in the name of thy lord and Cherisher, Who created.
2. Created man, out of a (mere) clot of congealed blood
3. Proclaim! And thy Lord is Most Bountiful,-
4. He Who taught (the use of) the pen,-
5. Taught man that which he knew not. (QS. Al-Alaq:1-5)¹

¹ Abdullah Yusuf Ali. *The Meaning Of The Holy Qur'an*, (Maryland: Amana Publications, 1987) P. 320

DEDICATION


This thesis is dedicated to:

1. My beloved parents, father Mr. Kasim and mother Mrs. Rohmawati who never stopped encouraging and supporting me wholeheartedly.
2. My beloved brother and sister, Abdul Talib, Santi, Tohir, Sri, and Sinta who always give me support and motivation
3. All my lecturers, who always help me in finishing my study at UIN Raden Intan Lampung.
4. My beloved Almamater UIN Raden Intan Lampung
5. My beloved roommate, Nur Fadilla, Mugi Rahayu, Ida, Nanik and Nita
6. My best friend, Wulan Fitriani



CURRICULUM VITAE

The researcher's name is Rini Oktiyani. She was born on October 10th, 1996 in Batu Badak, East Lampung. She is the fifth child of seven siblings of Mr. Kasim and Mrs. Rohmawati. She has two brothers and four sisters. Their names are Abdul Talib, Santi, Tohir, Sri, Sinta and (Alm) my twin Rina Oktiyana.



She accomplished her formal education kindergarden at TK Pertiwi Marga Sekampung and continued to Elementary School at SD Negeri 1 Marga Sekampung then, graduated in 2009. After that she continued her study at Junior High School of SMP Negeri Marga Sekampung and graduated in 2012. Then, she was continued to Senior High School at SMK Negeri 1 Marga Sekampung and graduated in 2015. In the same year, she registred to UIN Raden Intan Lampung as S1 degree student of English Education Study Program at Tarbiyah and Teacher Training Faculty. In the seventh semester, the researcher had his Student Study Service (KKN) in South Lampung. After having KKN, she had her field Teacher Training (PPL) in SMK Negeri 5 Bandar Lampung.

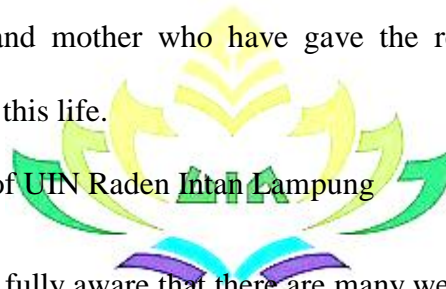
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Praise to Allah the Almighty, the Most Merciful, and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace to be upon our prophet Muhammad saw with his family and followers. This thesis entitled “The Influence of Using Flipped Classroom Towards Students’ Reading Comprehension on Narrative Text at the Second Semester of the Eighth Grade at SMPN 1 Marga Sekampung in the Academic Year of 2018/2019” is submitted as compulsory fulfillment of the requirement for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

When finishing this thesis, the researcher has obtained so many helps, assistance, aid, and many valuable things from various sides. Therefore, the researcher would sincerely thank to:

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8. Beloved friends of UIN Raden Intan Lampung



Finally, the researcher is fully aware that there are many weaknesses in this thesis. Therefore, the researcher will accept criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, August 2019
The Researcher,

Rini Oktiyani

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CHAPTER I INTRODUCTION

1. Background of Problem

Reading is often part of a series of activities, including locating texts and presenting material orally and in writing.² It means, it is a process that is done by reader to analyze and recognize words from a text. In other word, that is all activities includes a process of understanding written form to gain information. It is also a way to communicate between reader and author. The text can be a bridge of readers to know the information that the researcher wants to tell them. For that, readers should have expertise to understand it. Especially, the learners should possess reading ability because it will be useful when they read. From the definition, it can be concluded that reading is a process done by the reader to build the meaning of a message delivered through writing.

Besides that, reading is primarily as a perceptual and cognitive process, and research on reading focused on the individual and what happens inside his or her head while reading.³ It means that reading is conceptual that processing the content of the text by our brain. In addition, understanding the contents of the reading required the thought process to digest what the authors write in his writing. The cognitive process means something that doing on head. It is a related to the process of thinking in order to know or understand something. The person's

² Elizabeth B. Bernhardt, *Understanding Advanced Second-Language Reading*, (New York : Routledge, 2011), P. 67

³ Ellen McIntyre, Nancy Hulan, Vicky Lane, *Reading Instruction For Diverse Classrooms : Research-Based, Culturally Responsive Practice*, (New York : The Guilford Press, 2011), P. 40

cognitive abilities can be show from his ability to use language. If we reads the book, it can help him to improve his knowledge about language. There is related between reading and cognitive. In short, the role of reading is very important in developing cognitive.

Moreover, reading is said to be an example of how discrete language abilitys can affect a student's academic progress, since formal reading instruction is usually not sufficient to create a reader. Independent reading, or practice, must also be present in order for a student to become a good reader.⁴ It means reading requires awareness to build habit of reading. Even though reading is important ability to increasing the language ability but it still need intruction to push students to read. It would be better if teacher can persuade or make them interested with the material. Perhaps they will decide to read more because if they want to be a good reader should the existence of a strong desire and determination. In short, the teachers need to be able to read the conditions and interests of your students before you give intruction in reading.

According to curriculum of junior high school, there are many kinds of text they should read in the first, second and third grade, such as descriptive, narrative, recount, procedure, exposition, discussion, etc. Based on the syllabus and relevant book in the second semester of the eighth grade of junior high school at SMPN 1 Marga Sekampung East Lampung, there is narrative text.⁵ Thus, the researcher chooses narrative text for the research.

⁴ Jeanne Shay Schumm, *Reading assessment and Intruction for All Learners*, (New York : The Guilford Press, 2006) P. 68

⁵ Syllabus of SMPN 1 Marga Sekampung

Based on interviewing an English teacher and some students at the eighth grade of SMPN 1 Marga Sekampung East Lampung, the researcher found that the students had difficulties in learning English.⁶ For example, the students can expect how to pronounce the words but they do not really understand what the meaning of the sentence because they are lack of vocabulary. They only translate the difficult words one by one using the dictionary. It is not effective because it was spent a lot of time. They also have difficulty in interpreting a text especially narrative text. Then, it makes them lazy to read a long text. By interviewing an English teacher, the researcher found that teacher did not used various model class. The problem arises when the teacher only uses one model class. It is traditional classroom which requires students to translate word by word using a dictionary in the classroom. Even though teacher has mastered in material but they were still confused and bored. It's proven with their score in reading. It can be seen in the following table.

Table 1
The Students' Score of Reading at the Eighth Grade of SMPN 1 Marga Sekampung East Lampung

No	Score	Classes			Total	Percentage
		A	B	C		
1	< 70	18	20	20	58	61,70%
2	≥ 70	13	12	11	36	38,39%
Total		31	32	31	94	100 %

Source: The Document of SMPN 1 Marga Sekampung East Lampung.

⁶ The English Teacher in SMPN 1 Marga Sekampung East Lampung, *an Interview*, on 11th September 2018.

From the table above, there are 61,70% students got score under criteria of minimum standard (KKM). It means that the reading comprehension is low. It means that reading score should be better, because in SMPN 1 Marga Sekampung East Lampung the criteria of minimum mastery (KKM) is 70. Therefore, to solve those problems, the researcher decides to choose one model classroom. It is flipped classroom.

In this research, the researcher used Flipped classroom in teaching reading because it can be effectively to help their reading comprehension. According to Bergman and Sams state that Flipped Classroom is a discussion about the video from the night before, which is traditionally done in class is now done at home.⁷ It is a way that teacher use to teach students at home with a video. In the class the students just asking about what they do not understand on video's material. Next, teacher explained it clearly. Later they were done the exercise by themselves. In short, the students learn first at home by a video before asking to teacher and do the exercise

In addition, the four Pillars of F-L-I-P are Flexible Environment, Learning Culture, Intentional Content, and Professional Educator.⁸ Flexible environment, it means that learners can choose whenever and wherever they want to study, because they have video's material. Learning Culture, it means that it is help learners to explore topics deeply by using their level ability. Then, it's important to teacher using material that appropriate for them. Intentional Content, it means

⁷ Jonathan Bergmann, Aaron Sams, *Flip Your Classroom(Reach Every Student in Every Student in Every Class Every Day)*, (Washington DC :Eugene Oregon, 2012) P. 13

⁸ Noora Hamdan, *A Review Of Flipped Learning*, (London :Pearson, 2013) P. 5

that teacher must evaluate and decides what they need to discuss or not in the material. The last professional educator means that teacher must be master in teaching because too important to manage the time from the group to individual learning space. In short, flipped classroom gives students and teacher chance to turn each other in learning process and also helps students to be better in reading English texts.⁹

According to Duffy to reading comprehension depends on prior knowledge or knowledge about the world. Prior knowledge is expressed with words.¹⁰ While, Sadler states that flipped is used to prior to reading in order to determine the friendliness, language, interest, and prior knowledge regarding a reading selection, they may feel more interested in the topic and be able to contribute in a discussion.¹¹ One of the important things in reading activity is to pay attention to interest first. It determine how far the students involvement. Then friendliness means what features are easy to understand (friendly) and difficult to understand (unfriendly). Language means what terms the students need to learn more about. Next, prior knowledge will be determined what the students already know about what is being asked. From this we know how much the students' knowledge improvement. Indeed, it is the right way to help students build students' comprehension in reading the text.

⁹ *Ibid.*, P. 5-6

¹⁰ Geral G. Duffy, *Explaining Reading : a Resource for Teaching Concept, Skills, and Strategies*, (New York: Cuilford Press, 2009), P. 14

¹¹ Charlotte Rose Sadler, *Comprehension Strategies for Middle Grade Learner*, (London: Buchhoz, 2005), P. 38

To support this research, the researcher takes review of related article from other researchers. The research arranged by Hamideh Abaeian and Linda Samadi, on the Effect of Flipped Classroom on Iranian EFL learners' L2 Reading Comprehension: Focusing on Different Proficiency Levels.¹² They conduct the data by using t-tests to compare results between the experimental group and control group. The participants were 100 female EFL learners with different proficiency levels, upper-intermediate and intermediate level learners. The result of their research showed that the intermediate learners benefit more than upper intermediate learners.



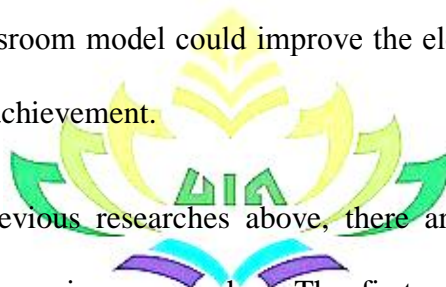
Another research was conducted by Mehrnoosh Karimi and Raouf Hamzavi, the title is The Effect of Flipped Model of Instruction on EFL Learners' Reading Comprehension: Learners' Attitudes in Focus.¹³ They used instruments to collect the data was test and questionnaire. They found that the students' attitudes in reading still low. In short, they used flipped classroom. It showed that teaching students by flipped classroom had a significant positive effect on reading comprehension ability and positive attitude towards flipped instruction.

In addition, the research from Agtrin Laiska Dibiso, Muslih Hambali and Elina about Teaching Reading Comprehension by Using the Flipped Model of

¹² Hamideh Abaeian, Linda Samadi, "The Effect of Flipped Classroom on Iranian EFL learners' L2 Reading Comprehension: Focusing on Different Proficiency Levels". *Jurnal Education*, Vol. 3 No. 6, (2016), P. 1

¹³ Mehrnoosh Karimi, Raouf Hamzavi, "The Effect of Flipped Model of Instruction on EFL Learners' Reading Comprehension: Learners' Attitudes in Focus". *Jurnal Education*, Vol. 8 No. 1, (2017), P. 1

Instruction to the Students of SMK Negeri 2 Palembang.¹⁴ In their research, they focus on analytical exposition text in eleventh grade that included XI Computer and Network Engineering as the experimental class and XI Electric Power Transmission Installation Engineering as the control class. They had some problems in identifying topic, main idea, meaning of vocabulary, and another aspects of reading in analytical exposition text. The result of their research showed that flipped classroom model could improve the eleventh grade students' reading comprehension achievement.



Based on the previous researches above, there are the differences this research between those previous researches. The first previous research used flipped classroom to compare the effect of flipped classroom on different proficiency levels of students, upper-intermediate and intermediate level learners in reading. Then, the second previous research used flipped classroom focusing on students' attitudes or students' habit in reading. Whether students can become independent readers or not. The last research is focused on teaching reading comprehension in analytical exposition text. In this research, researcher used flipped classroom just want to know the effect towards students' comprehension especially narrative text in the eighth grade junior high school.

In short, the researcher was concern to identify "The Influence of Using Flipped classroom towards Students' Reading Comprehension on Narrative Text at

¹⁴ Agrin Laiska Dibiso, Muslih Hambali, Elina, "Teaching Reading Comprehension by Using the Flipped Model of Instruction to the Students of SMK Negeri 2 Palembang". *Jurnal Education*, (2019), P. 1

Second Semester of Eighth Grade at SMPN 1 Marga Sekampung East Lampung in the Academic Year of 2018/2019”.

2. Identification of Problem

Based on the background of the study above, the researcher summarizes the problems are follows:

1. Students lack vocabulary
2. The students are confused to comprehend English text
3. They also have difficulty in comprehend a text especially narrative text.
4. The students lack experience learning with various class model that teacher uses.

3. Limitation of Problem

Based on the background and identification of the problem above, the researcher was focus on students' reading comprehension on narrative text at the second semester eighth grade of SMPN 1 Marga Sekampung East Lampung in academic year 2018/2019

4. Formulation of Problem

The researcher was formulate the problem in this research as follows: Is there any influence of using flipped classroom towards students' reading

comprehension on narrative text at second semester of eighth grade of SMPN 1 Marga Sekampung East Lampung in the academic year of 2018/2019?

5. Objective of Research

Based on the background of the problems, the objective of this research is: To know the influence of using flipped classroom towards students' reading comprehension on narrative text at second semester of eighth grade at SMPN 1 Marga Sekampung East Lampung in the academic year of 2018/2019.

6. Use of Research



1. Theoretically

The result of the research supported by previous theory about the influence of flipped teaching model on build up students' reading comprehension.

2. Practically

The researcher expects that there are some use of the research follows:

- a.** For teacher, the results of this research are expected to provide information for effectiveness learning technique called the flipped classroom to build up students' reading comprehension.
- b.** For students, the results of this research are expected to offer interesting and various learning experiences in reading especially narrative text.

- c. For school, it is expect that flipped classroom become an interesting learning and stimulate the students. It can support and motivate other teachers to using a new way in teaching learning process so that learning activity could be effectively.

7. Scope of Research

1. The object of the research

The object of research was the students' reading comprehension using flipped classroom on narrative text

2. Subject of the research

Subject of this research was the students of eighth grade at SMPN 1 Marga Sekampung East Lampung

3. Place of the research

The research was conducted at SMPN 1 Marga Sekampung East Lampung.

4. Time of the research

The research was conducted at the second semester in the academic year of 2018/2019.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Reading

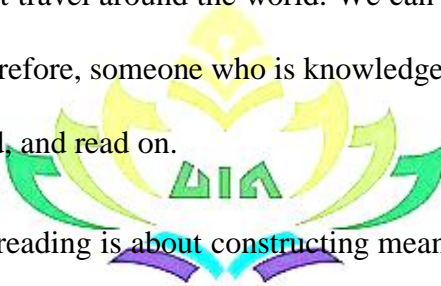
Every language has skills, including English. One of the important English skill is reading. Reading is deed involves active thinking throughout the process of engaging with the text.¹⁵ It is the activity to treat us in text. Many people have to try hard in it. They can read but it just some of them can take what the meaning of the text. It does not just read it but it is also related to thinking what the purpose of text. Then, they can take the benefit of text. In other word, it means that reading needs quick thinking to take some information through located the text.

Besides, Anne Cunningham explains that reading is a very rich, complex and cognitive act that offers an immense opportunity to exercise our intelligence in ways we lose if we do not read.¹⁶ It provides many benefits to increasing knowledge. It means that it also can improve memory quality and train the brain to think. Then, it can be able to increase concentration and it prevents a decrease in cognitive function. Reading habits should be cultivated on childhood. It is better to choose a positive reading material such as age to development way of their thinking. Thus, reading can train our cleverness and also improve our knowledge.

¹⁵Mary Shea, Nancy Roberts, *Fives Strategy for Reading Comprehension*, (West Palm Beach: Learning Sciences International, 2016) P. 10

¹⁶Lois Bridges, *The Joy And Power of Reading (A Summary Of Research and Expert Opinion)*, (New York : Scholastic Inc, 2014) P. 4

In addition, reading is an incredibly active occupation.¹⁷ It means that reading is actively working on reading text. It is not just a process of remembering, but it is also a hard work process. It involves the diligent and enthusiastic thinking on the text. If we can be patient in reading then, it will give our live a positive effect. With reading, we can get much information eventhough we do not travel around the world. We can hold the world step by step in our mind. Therefore, someone who is knowledgeable and actual always to be active read, read, and read on.



Furthermore, reading is about constructing meaning from text.¹⁸ Every text has their meaning. The more you read, the more you can understand. It means that you can easy to take the meaning or information from text with reading's habit. It will make a person able to guess messages delivered by express of the text. Then, it is starting to compose the meaning whole of text. The next, it will make you to conclude the meaning of text. Thus, reading aimed to build meaning of text.

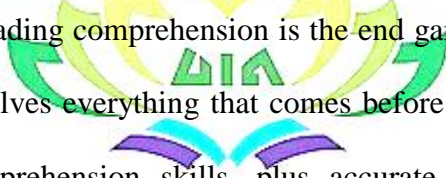
From the explanations above, the researcher can conclude that reading is activity of active thinking that involve cognitive act in a process constructing the meaning of text.

¹⁷ Jeremy Harmer, *How to teach English (an introduction to the pratice of English language teaching*, (Harlow: Longman, 2001), P. 70

¹⁸ Tom Loveless, *The Great Curriculum Debate : How Should We Teach Reading And Math?*, (Washington D.C. :The Bookings Institution, 2001), P. 8

B. Concept of Reading Comprehension

According to Harris and Hodges in Willis' book state that Comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader.¹⁹ It means that reading comprehension is an ability of taking the meaning from the text by a reader. Thus, there must be serious thinking so that we do not misinterpret about purpose of the text.



In addition, reading comprehension is the end game of learning to read and necessarily involves everything that comes before it: a good vocabulary and good oral-comprehension skills, plus accurate and fluent decoding skills.²⁰ It means that the goal of reading activity is reading comprehension. In getting a comprehension, there are many skills that must we have. First, we should have a lot of vocabulary. It can help us to more comprehend the text. Second, we should have a good sense in oral language. It can help us to get the accurate meaning in the context of text. The last, we have to be a person who is fluent in composing the meaning of text. In other word, reading comprehension is a skill of comprehend on the text.

Moreover, reading comprehension is centrally defined by the conceptual knowledge that the reader constructs and extracts from text.²¹ It means that reading comprehension focus on increasing theoretical knowledge

¹⁹ Judy Willis, *Teaching the Brain to Read*, (Alexandria: ASCD Publisher, 2008), P. 138


²⁰ Diane McGuinness, *Early Reading Instruction : What science Really Tells Us about How to Teach Reading*, (Cambridge: the MIT Press, 2004), P. 212

²¹ John T. Guthrie, Allan Wigfield, Kathleen C. Perencevich, *Motivating Reading Comprehension*, (New Jersey: LEA Publisher, 2004), P. 229

on reading text. It should be our chance to increase our insight. Many texts that we read will train us in comprehend. In short, reading comprehension is related to the understanding text conceptually.

From the theories above, the researcher can conclude that reading comprehension is an ability of comprehend about the text to get the information or knowledge.

C. Aspect of Reading



Every students have their level on each other in text of reading. It can be seen from their ability to understand the text. To know whether the ability of reading low or not, there is some aspects that can show it. Brown said in his book about some aspects in reading. They are :

1. Main idea (topic)
2. Expressions/idiom/phrases in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstated details)
7. Supporting idea
8. Vocabulary in the context.²²

According to the theory, reading must be focus on the topic of text first.

When students can determine where is topic of text, automatically they are

²² H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Fransisco: University Press, 2004), P. 206

understanding the text. On the other hand, it is not enough, they have to know the implied detail of the text too. Then, they can determine the grammatical features, detail, excluding fact not written, supporting idea, and what is the vocabulary in the context.

D. Teaching Reading

In teaching reading, there are some typical procedures that teachers can apply to students as follows:

1. Checking decoding ability and fluency through the oral reading of a selected passage in the book the student is currently reading,
2. Checking comprehension through question answering, retelling, summarizing, and so on; and
3. Helping readers develop responses whether critical, appreciative, or applied.²³

From the theory above, it means that before the teacher teach the students, teacher have to know students' ability first. Then, he can choose reading text of his students. The next, teacher can confirm whether students understand or not about the text. He can ask the students to retell or make a conclusion about text. And the last, the teacher have to help students in building their positive response about text.

²³ Mark Sadoski, *Conceptual Foundations Of Teaching Reading*, (New York :The Guilford Press, 2004), P. 112

E. Kind of Reading

According to Patel and Jain, there are four types of reading. There are intensive reading, extensive reading, aloud reading and silent reading.²⁴ The definition of each types are follows:

1. Intensive reading is type of reading text to get knowledge. This reading can be called text reading or passage reading. It is done to carry out to get specific information. Then, it usually concerted in classroom. The aim of this reading type is to read shorter text.²⁵
2. Extensive reading is the reading for pleasure.²⁶ It does not emphasize about the structure and specific information of the text. It just feel enjoy to read the text. Then, it usually takes place outside from the classroom. For example when they want to read without instruction. The aim of this reading just to get entertaining by the text.
3. Aloud reading is reading based on words pronunciation.²⁷ It means this technique can be related to speaking. Then, it is important in primary level. Thereby, the teacher must be a great model in pronouncing until they do not pronounce words wrongly.
4. Silent Reading is a reading habit in which learner are enabled to read without any audible whisper.²⁸ It means that it used more concentration on reading text. It should be more effective to get information on the text.

²⁴ M. F. Patel, Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publisher and Distributors, 2008), P. 117

²⁵ *Ibid.*, Pp. 117-118

²⁶ *Ibid.*, P. 120

²⁷ *Ibid.*

²⁸ *Ibid.*, P. 123

Based on those explanations above, there is one reading that focusing in this research. It is intensive reading, because it is suitable in this research.

F. Concept of Text

The text is a form of language processed and understood. A text can be any meaning-producing event, be it a book, a film, an advertisement, a phone conversation and so on.²⁹ It means that it is something that related to language. It can be a result of printed or audio-visual. It considered that every product of art must be involved language. It means, it can entertain or give information to the reader. Then a text also aimed for commercial. In short, it is an art that involves language in form or printed or audio-visual.

In addition, text is a unit of language above the sentence.³⁰ That's because, it usually more complex than sentence. It consists of composition of some sentences. It is next step by making sentence. In a text, there is a component of sentences. Then, in making a text the writer must be able in choosing word position of the sentences. Indeed, it is something that shaped in the language and more complex than sentences.

Moreover, text is produced and interpreted between two people in certain context, because human beings use language to communicate with

²⁹ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies For Teaching And Assessing Writing*, (Sydney: University of New South Wales , 2005), P. 13

³⁰ Huang. Guowen, *Theory and Practice of Discourse Analysis*, (Shanghai: Shanghtai Foreign Language Education Press, 2001), P. 39

others.³¹ It also can be medium to communication with others. Communication with text ignites every person's feeling. In addition, text communication will make a person become self-active than they are able to meet directly. When someone with introvert personality, it will help them to express their feeling to others. In short, it is a tool of language to communicate with other.

From the explanation above, researcher concluded that text is a form of language that is up level than sentence to communicate each other.



G. Types of Text

There are thirteen types of text according to Gerot. Here's an explanation as follows :

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recounts

Recount is a text to retell events for the purpose of informing or entertaining.

3. Reports

Recount is a text to describe the way things are with reference to arrange of natural, man made and social phenomena in our environment.

4. Analytical Exposition

³¹ Lihong Shen, "Context and Text, Theory and Practice in Language Studies". *Educational Journal*, Vol. 2 No. 12, (December 2012), P. 1

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News Item

News Item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory Explanation

Hortatory explanation text is a text to persuade the reader or listener that something should or should not be case.

11. Explanation

Explanation text is a text to explain the process involved in the formation or working of natural or socio cultural phenomena.



12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews text is a text to critique an art work or event for a public audience.³²

From kinds of text above, researcher chose narrative text in this research. Since students had some problems in identifying the topic, main idea, grammar, detail information and vocabulary in the context on narrative text. In addition, according to the syllabus of second semester in eighth grade at SMP Negeri 1 Marga Sekampung East Lampung, narrative text included in it.

H. Concept of Narrative Text

According to Means and Linder states that Narrative text is the story, whereas dialogue, action, introspection, and description show the story.³³ It focused on explaining the details of story through narration. Then, it is completed by dialog of characters in it. And action to make it story feels challenging to readers. While introspection, it usually available at the end story. It is make the ending story clearly and give a description about life of characters in the story. In brief, narrative text is a text that explained a story

³² Linda Gerot, *et al.*, *Making Sense of Functional Grammar* (Queensland: Antipodean Educational Enterprises, 1995), Pp. 192-205

³³ Beth Means, Lindy Linder, *Teaching Writing in Middle School*, (Englewood: Teacher Ideas Press, 1998), P. 147

though sentences includes conversation of the characters, what they doing, and present a message of introspective on the story.

In addition, a narrative text is a storyteller's presentation of a sequence of events that happened to a set of characters.³⁴ It contains the sentence in the form of an explanation of a thing, by telling a detailed event in a certain time series. Whether it explains someone, place, time and etc. It tells complex events or often very complex in certain time. It usually full of writer's imagination because the goal is to entertain readers. Indeed, it means that narrative text is a story from some events of some characters to entertain the readers.

Moreover, Narrative text is terms of the recounting of a series of events and the establishing of some (causal/temporal) relation between them.³⁵ In it there are events or events in a time sequence, in which the characters in it interact in various conflicts that occur. There are three elements; events, emergence of characters, and conflict or problem that must be related to one each other. It was results from imagination a writer then become a story. It usually starts from introduction of problem in a story and there is a solution at the end. Thus, narrative is a collection of events that have problems until it become a story.

³⁴ Robert Scholes and Robert Kellongg, *the Nature of Narrative*, (Oxford: Oxford University Press, 1966), P. 4

³⁵ Andrew Tennett and Nicholas Royle, *An Indroduction to Literature, Criticism and Theory (3rd Edition)*, (Britain: Pearson longman, 2004), P. 293

To sum up the simplest way to define narrative is as a series of events in a specific order – with a beginning, a middle and an end.³⁶ It means that narrative text have some parts to make a story. In beginning, it is time to introducing the condition or situation and character of the text. And then, a middle is part of problems or events that happening in the story. And an end, it is part of resolution to solve the problems or conflict in it. In short, narrative text is a text with three part order by introducing, telling, and solving the matter.



From the theories above, researcher conclude that Narrative text is a story formed from the scene of events that is beginning, the middle, and the end by author's imagination.

a. Social Function of Narrative Text

Knapp and Watkins wrote about function of Narrative text. They states that it has a powerful social role beyond that of being a medium for entertainment. It is also a powerful medium for changing social opinions and attitudes.³⁷ It means narrative doesn't only for entertain but there is moral view or moral lesson. Authors usually insert positive messages at the end of story. It's expected to make an impression for readers. Thus, we can learn from the story and that expected to be applied in real life.

b. Generic Structure of Narrative Text

³⁶ *Ibid.*, P. 53

³⁷ Peter Knapp And Megan Watkins, *Op. Cit.*, Pp. 220-221

There are generic structures of narrative text :

1. *Exposition / Orientation*: characters and setting, as well as a conflict or problem, are introduced.
2. *Rising action / Complication*: the conflict intensifies, building toward a crisis.
3. *Crisis / Climax*: the conflict comes to a head. The point of maximum tension, after which subsequent events seem inevitable. The conflict or problem is either resolved or revealed to be unresolvable.
4. *Falling action / Resolution*: the denouement (from the French for “untying”) offers a resolution, either smoothing remaining entanglements to establish a new status quo or revealing the full extent of the catastrophe.³⁸

c. Language Features of Narrative Text

The language features of narrative text typically uses:

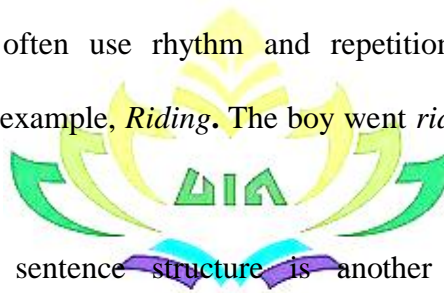
- Action verbs; for example, *went collecting, heard, got and etc*
- Temporal connectives; for example, *then, after, and etc.*
- Narrative is typically written in the past tense
- In action sequences, mainly action verbs (bold) are used, while in reflections/evaluations, mental verbs (italicised) predominate; for example,

³⁸ Judith Ferster, *Arguing through Literature : A Thematic Anthology and Guide*, (California : Higher Education, 2005), P. 46

Bells **were ringing**, sirens screeching and people **were running** everywhere.

Maria *didn't know* what to do next. She *thought* about her mother and *wondered* what was in her head.

- Narratives often use action verbs metaphorically to create effective images; for example, Words were *flying* everywhere.
- Narratives often use rhythm and repetition to create particular effects; for example, *Riding*. The boy went *riding* across the wintry moor
- Play with sentence structure is another common feature of narratives.³⁹



I. Types of Narrative Text

Narratives include different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, mysteries, humor, historical fiction, plays, real-life adventures and fables.⁴⁰

1. Realistic fiction is detail about the way that people might live in the future, predicting in a creative and imaginative way how technology might advance.

³⁹ Peter Knapp, Megan Watkins, *Op. Cit.*, Pp. 221-222

⁴⁰ Jannette K. Klingner, Sharon Vaughn, Alison Boarman, *Teaching Reading Comprehension to Students with Difficult Learning*, (New York :The Guilford Press, 2007), P. 77

2. Fantasy is a basic chronological narrative set in a fantasy world but some fantasy narratives extend the 'fantastic' element to the structure as well.
3. Fairytales is a chronological order, where events retell what happened to a main character that came into contact with the 'fairy world'.
4. Folktales is the stories served an original purpose of passing on traditional knowledge or sharing cultural beliefs.
5. Mysteries is a story that focus knowing what is going to happen and then reading about it happening can add to the suspense.
6. Humor is retell an event with humor twist.
7. Historical fiction is about something that has already happened in the past so a series of events is usually the underlying structure.
8. Plays is a story to have a deliberate effect on the viewer/listener/reader with script
9. Real-life adventure is retelling of a series of exciting events leading to a high impact resolution.⁴¹
10. Fables are short stories with a typical story grammar but with the addition of a moral.⁴²

Based on the theory above, the researcher decided to focus on fable text. The reason is fable one type of narrative text that available on the syllabus of

⁴¹ Thomas Taillis, *Guide to Text Types Final I*, National Literacy Trust, 2013 available online on www.thomastailisschool.com/upload/2/2/8/7/2287089/guide_to_text_types_types_final-1.pdf (24th September 2018)

⁴² Jannette K. Klingner, Sharon Vaughn, Alison Boarman, *Loc. Cit.*

second semester of eighth grade students at SMPN 1 Marga Sekampung. It is also compatible with students' need. Since students have difficulty on fable.

J. Concept of Flipped Classroom

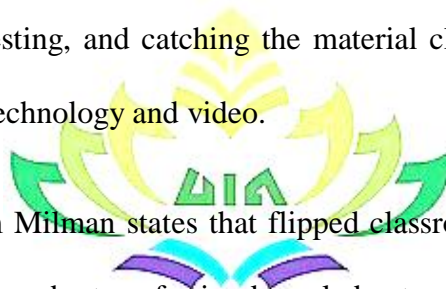
There are some concepts of flipped classroom that is defined by experts. Bergman and Sams state that flipped is a class model that uses a video to be a reading material at home that will be applied in class in the morning.⁴³ It means that before teacher taught the students, teacher have to provide a media such a video such media in reading. In the class, video will be discussed together. If there is any misconception in the content, the student can asked the teacher. Thus, we can say that it is like homework learning to students.

Moreover, Fuentes in Tilton Brunner states that flipped is a model that designed to help students assess their own interest and prior knowledge about the topic before reading the selection.⁴⁴ It means that model pursued by students to be interested in the reading material. First, the students are given a question of about the topic in the reading material. Then, they will try to find the answer about the topic. Next, the process of attracting the attention or interest of the students. If they are curious it will be easier for teachers to direct students to choose the reading. In short, it keeps students close to the reading and interest for it by providing knowledge into the topic of reading.

⁴³ Jonathan Bergmann, Aaron Sams, *Op. Cit.* P. 15

⁴⁴ Judy Tilton Brunner, *Now I Get It*, (New york : R&L Education, 2012), P. 79

In addition Drake states that the flipped classroom model is heavily dependent on technology; students must have access to a computer (or similar device) and the internet so they can watch videos at home.⁴⁵ This model is using technology and video to teaching learning process. It means that teachers and school have to prepare the facilities. Then, it is very important to teacher to choose the material that can be appropriate with students. Video must be good, interesting, and catching the material clearly. In short, it is a class model rely on technology and video.



The last from Milman states that flipped classroom is an model aims the efficiency of lessons by transferring knowledge to students via videos and vodcasts as well as by discussions, group works and applications during course.⁴⁶ It means teaching reading with this model must involve video as media. After that, students can discuss it in group study. The goal is to minimized time on the class. In order that, students are not just receiving the information from the teacher but they can learn it by themselves at home first. Thus, flipped classroom is said as the right way of preview text to check the understanding of the students.

In conclusion, Flipped classroom is a class model to help the students comprehend the text by using video before students read the text to get students' comprehension on reading material.

⁴⁵ Lynne Drake, Micaela Kayser, Robin Jacobowitz, "The Flipped Classroom: an Approach to Teaching and Learning". *Education Journal*, (July 2016), P. 3

⁴⁶ Natalie B. Milman, "The Flipped Classroom Strategy: what is it and how can it be used? Distance Learning". *Education Journal* , Vol. 9 No. 3 (2012), P. 85.

K. Procedures in Flipped classroom

There are some procedures of flipped classroom that can be implemented in teaching reading. According to Bergman and Sams the procedures are:

1. Teacher must give video as media in reading before coming the class today
2. Teacher starts a questions and answer session.
3. Students ask questions about the previous night's video and teacher helps clarify misconceptions.
4. Then, lead the class through a few examples text that reflect the content students learned the night before and takes any further questions.
5. The students completed and remaining assigned task while teacher helped students as they have questions.⁴⁷

Based on the theory, the procedures are giving a video as a media in reading before teaching in class. Next, give a question answer to know what they learned in the video. Then, give text that related to the content of video. The last, the students are doing the task and teacher tried to make sure they have already understand.

Meanwhile, procedures of flipped classroom according to Drake as follows:

⁴⁷ Jonathan Bergmann, Aaron Sams, *Op. Cit.* P. 16

1. Before we flipped our class, we would spend about 30 minutes lecturing and having the students take notes.
2. The remaining 10 minutes would be dedicated to discussion of the material.
3. Now, since students are getting the lecture and notetaking through the video at home,
4. The entire class time can be dedicated to discussion and active learning.⁴⁸

From the theory of Drake above, the researcher concluded that procedures of flip are ask the students to take notes while teacher explained what will do to the next. Then, discuss the material together and getting notes about topics of video at home and finally discuss again at school.

In addition, Bergmann states that procedures of flipped classroom in teaching foreign language class for reading as follows:

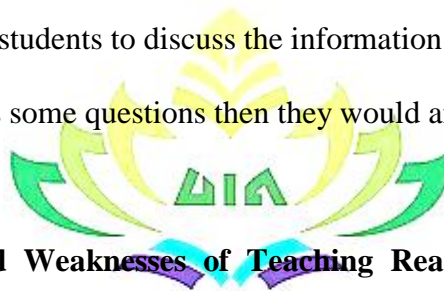
1. Teacher gave a video reading lesson to students before learning time in class.
2. In the class, students read the text and discuss it related to the video in group.
3. Teacher gives some questions about it.
4. Students would respond the questions.⁴⁹

Based on those theories above, the researcher concluded that procedure of flipped classroom to teach reading follows:

⁴⁸ Lynne Drake, Micaela Kayser, Robin Jacobowitz, *Op. Cit.*, P. 7

⁴⁹ Jonathan Bergmann, Aaron Sams, *Op. Cit.* P. 48

1. Teacher gave video as media in reading before coming the class today
2. Students watch the video at home before reading the text
3. Teacher gives the text to students in the class
4. Teaching the students to read detail information or important sentence from the text
5. Teacher divides students into groups
6. Teaching the students to discuss the information of the text
7. Teacher gives some questions then they would answer it.



L. The Strengths and Weaknesses of Teaching Reading Comprehension Ability through Flipped classroom

a. The Strengths of Teaching Reading Comprehension through Flipped Classroom

There are some strengths of flipped classroom to teaching reading.

- a. According to statement of Bergmann and Sams, flipped classroom
 1. Flipping speaks the language of today's student
 2. Flipping helps busy students
 3. Flipping helps struggling students
 4. Flipping helps students of all abilities to excel
 5. Flipping allows students to pause and rewind their teacher
 6. Flipping increases student-teacher interaction
 7. Flipping allows teachers to know their students better
 8. Flipping increases student-student interaction

9. Flipping allows for real differentiation
10. Flipping changes classroom management
11. Flipping changes the way we talk to parents
12. Flipping educates parents
13. Flipping makes your class transparent
14. Flipping is a great technique for absent teachers
15. Flipping can lead to the flipped-mastery program.⁵⁰

According to statement of Drake, flipped classroom model is heavily dependent on technology; students must have access to a computer (or similar device) and the internet so they can watch videos at home.⁵¹ It gave more attention and interesting of students because they would never fell like doing study.

b. The Weaknesses of Teaching Reading Comprehension through Flipped classroom

Besides this, there are some weaknesses of using flipped classroom towards reading comprehension.

1. Fuentes in Tilton state that before read the text students have knowledge about the topic before reading the selection.⁵² It means the students have background knowledge about the text before read the

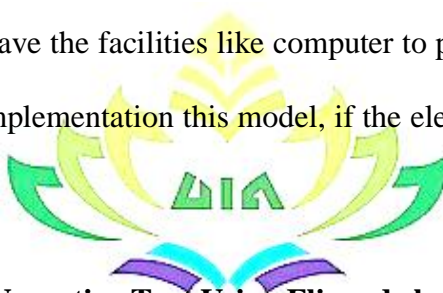
⁵⁰ Jonathan Bergmann, Aaron Sams, *Op. Cit.* Pp. 19-33

⁵¹ Lynne Drake, Micaela Kayser, Robin Jacobowitz, *Loc. Cit.*

⁵² Judy Tilton Brunner, *Loc. Cit.*

text, but not all of students have knowledge about the text. Thus, the teacher should give description about text.

2. The students should already know the subject, divide the reading into manageable parts and provide question to help guide the reading of the text.⁵³ This case, the teacher will be difficult to match the question and students' reading ability.
3. There must have the facilities like computer to play the video.⁵⁴ It was difficult to implementation this model, if the electricity of school does not stable.



M. Teaching Reading Narrative Text Using Flipped classroom

Narrative text is a sequence of events and states that have the same participants and/or a causal or other consequential relation.⁵⁵ It means that narrative text is type of text that tells stories of events which there is causes that make it happen. Thus, it is a text that goals to entertain readers by sequence events on story.

In teaching reading comprehension on narrative text using flipped classroom, students learned more to understand narrative text by watching a video. Before read the text, researcher gave questions to know, whether they are already know or not about the material that we will discuss. Then, researcher asked students to watch a video. After that, researcher asked them

⁵³ *Ibid.*

⁵⁴ Lynne Drake, Micaela Kayser, Robin Jacobowitz, *Loc. Cit.*

⁵⁵ Carlota S. Smith, *Modes Of Discourse :The Local Structure Of Texts*, (New York : Cambridge University, 2003), P. 26

to think information on the text. Then, researcher divided them on a group. Next, they have to write the information of text to discuss by their group like main idea, supporting idea, and the difficult or unfamiliar words that they are not recognize. The finally, they have to answer some questions by individual.

N. The Concept of Traditional classroom

Traditional classroom is a class model based on teacher centered learning, entirely through lecturing, tutorial sessions, and laboratory work with the 'chalk and talk' approach.⁵⁶ It means that all about giving the lesson just doing by the teacher. The process of teaching and learning must be done in the class from the explanation, giving the example, discussion until the practice. In short, it is the model that all the responsibility based on the teacher.

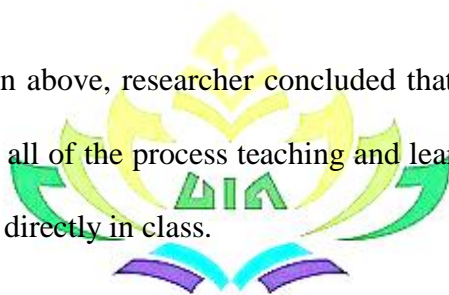
Besides, traditional classrooms can be defined as two way interaction between teachers and students. This is a situation which in classroom there is an interaction between two parties and they can interact face-to-face.⁵⁷ It means that this model needed communication directly in the process teaching and learning between teacher and students. In the classroom, teacher and students must meet each other. Thus, this model requires teacher and students to be in the same place and time together.

⁵⁶ Siti Zuraidah Md Osman, Rozinah Jamaludin and Nur Eliza Mokhtar, "Flipped Classroom and Traditional Classroom: Lecturer and Student Perceptions between Two Learning Cultures, a Case Study at Malaysian Polytechnic". *Educational Journal*, Vol. 2 No. 2, (2014), P. 17

⁵⁷ Aminuddin Hassan, Norhasni Zainal Abiddin and Sim Kuan Yew, "The Philosophy of Learning and Listening in Traditional Classroom". *Educational Journal*, Vol. 4 No. 2, (2014), P. 20

To sum up, traditional classroom is a model that the instruction, the material, and the assignment was explained by the teacher directly.⁵⁸ In this model, teacher should consider about managing the time and give a short explanation the lesson clearly in direct meeting to cover all of the activity in the class. Therefore, traditional classroom needs more effort in the class.

From the explanation above, researcher concluded that traditional classroom is a class model that all of the process teaching and learning must be done by teacher and students directly in class.



O. Procedure of Traditional Classroom

According to Kitamura, *et.al.* state that the steps of traditional classroom in teaching foreign language class as follows:

1. Teacher explains the reading material
2. Students practice using the focus point of the lesson
3. Teacher summarizes the main points and explanation of task
4. Students do the task⁵⁹

Moreover, Hashemifardhia, *et.al.* state that the steps of traditional classroom in teaching foreign language class as follows:

⁵⁸ Lintang gabrina, "The Effectiveness Of Flipped Classroom On Students' Reading Comprehension Achievement (Recount-text) Of The Eighth Grade (Full-Day Class) Student of MTs Al-Huda Bandung in Academic year 2018/2019". (Education Research in Institutional Respotory of IAIN Tulang Agung, Bandung, 2019), P. 24

⁵⁹ Katsuro Kitamura, Taira Nakajima, Masayuki Kumai, "The Effects of Flipped Learning on Output in the Japanese English as a Foreign Language Environment". (Education Research, January 2016), P. 6

1. The teacher teaches the students in the classroom rather than out of the classroom
2. Before teaching the text, teacher provided background knowledge for the students
3. After teaching the text, students require to answer some questions related to the text.⁶⁰

From the theories above, the research concluded step by step to teaching reading comprehension using traditional classroom as follows:

1. Teacher gives the explanation to students about the material at the class
2. Before teaching the text, teacher gives some information of the text
3. Teacher gives the text to students
4. Teacher teaches the students to analyze the text
5. Students read the text
6. Students have to translate the text and answer the questions by teacher

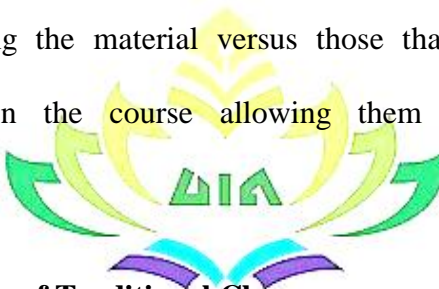
P. The Strengths and Weaknesses of Teaching Reading Comprehension through Traditional classroom

a. The Strengths of Traditional Classroom

1. The primary benefit is the face to face interaction between the student and the teacher allowing students to ask immediate questions and get feedback.

⁶⁰ Arash Hashemifar, Ehsan Namaziandost, Sajad Shafiee, "The Effect of Implementing Flipped Classrooms on Iranian Junior High School Students' Reading Comprehension". *Educational Journal*, Vol. 8 No.6, (June 2018), P. 668

2. A second benefit is that students know what is expected of them so they can stay on track and not fall behind because a good teacher will go over what is due and when in addition to reviewing, what was covered the previous class.
3. A third benefit is that from an instructor's point of view he or she will know which students are actively participating and understanding the material versus those that are disinterested or struggling in the course allowing them to act quickly and effectively.⁶¹



b. The Weaknesses of Traditional Classroom

1. The primary weakness of traditional classroom includes scheduling the class with limited meeting.
2. The second, there is many teacher teaching by using the traditional classroom environment do not fully embrace the technological improvements of the Information Age.
3. The last disadvantage is the pace of the course must be determined by the instructor so some struggling students may find the pace is too fast and cannot keep up whereas others may find it too slow and thus boring.⁶²

⁶¹ Binh Tran, "Educational Experiences with Traditional, Online and Hybrid Learning Environments". *Educational Journal*, Vol. 3 No. 3, (September 2016), P. 61

⁶² *Ibid.*

Q. Frame of Thinking

Reading is very important aspect in our life, because we would able to get information by reading. It can increase our knowledge. Nowadays, there are still many students of junior high school who are not able to reading well. They feel reading text is too difficult to understanding. They have difficulty in finding main idea, supporting detail, taking implicit and explicit information of the texts. It makes they confuse about what gist of the text is. It can be seen from their daily score reading in the school. They does not confidence to guessing the meaning without dictionary. It is not effective because it required a lot of time. In other word students' reading comprehension is still low.

In teaching reading, the teacher have a important role to help improve their reading comprehension. The teacher should have various way to make the students interesting and easy in learning English. Therefore, the reseacher applied the flipped classroom for students. It is a class model that involve with technology especially by video. This is modern learning that effective to building for deep understanding of material to study. In this video, students learned to take and guessing the meaning of material. Then, they discussed about the material of video. This model needs more attention to manage time. The disadvantages appeared in the class. Therefore, it has to solve by teachers' control.

Based on explanation above, the researcher concluded that Flipped classroom could helped teacher in teaching learning process by taking and

understanding information. The researcher has a result that Flipped classroom is suitable to teaching reading comprehension because it was easy for them to understand the text by using video as building students' background knowledge. In short, researcher concluded that Flipped classroom was effective teaching towards students' reading comprehension.

R. Hypothesis

Hypothesis is a temporary answer that is proposed in research which then becomes a grip as the direction of research. According to Kothari, research hypothesis is a predictive statement, capable of being tested by scientific methods, that relates an independent variable to some dependent variable.⁶³ The hypothesis proposed should be examined in the discussion, whether accepted or rejected.

There are two types of hypotheses conducted in the study, namely:

1. Alternative Hypothesis (H_a)

Alternative hypothesis states there is the relationship between variables X and Y

2. The null hypothesis (H_o)

⁶³ C. R. Kothari, *Research Methodology : Methode and Techniques* (2nd Edition) (New Delhi : New Age International, 2004) P. 184

The null hypothesis states that there is no relationship between the variables X and Y or there is no difference between the two variables.⁶⁴

The alternative hypothesis (Ha) is “There is any significant Influence of Using Flipped classroom towards Students’ Reading Ability on Narrative Text at Second Semester of Eighth Grade at SMPN 1 Marga Sekampung East Lampung in the Academic Year of 2018/2019”.

Whereas, the null hypothesis (Ho) is “There is no significant Influence of Using Flipped classroom towards Students’ Reading Ability on Narrative Text at Second Semester of Eighth Grade at SMPN 1 Marga Sekampung East Lampung in the Academic Year of 2018/2019”.

⁶⁴ Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, (15th Printed), (Jakarta : Renika Cipta, 2014), Pp. 112-113

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In conducting the research, the researcher conducted the quantitative based on experimental method. Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.⁶⁵ This research is usually used to prove and reject a theory. Because, it is usually based on a theory that is then in the careful, generated data, then discussed and concluded. This approach is also used as a way to examine various aspects of education. The purpose of quantitative research is to obtain an explanation of a theory and laws of reality. It is developed by using mathematical models, theories or hypotheses. Thus, it means a method that emphasizes more on the aspects of objective measurement of social phenomena and further exploration in finding facts and testing theories that exist.

While, experimental studies aiming to identify the impact of using the dynamic model of educational effectiveness to improve teacher and school effectiveness.⁶⁶ It is directly test the influence of a variable on other variables, and test the causal relationship hypothesis. Therefore, the researcher used the

⁶⁵ C. R. Kothari, *Research Methodology : Methode and Techniques*, (2nd Edition) (New Delhi : New Age International, 2004), P. 3

⁶⁶ Bert P.M. Creemers, Leonidas Kyriakides, Pam Sammons, *Methodological Advances In Educational Effectiveness Research : Quantitative Methodology Series*, (New York : Routledge, 2010), P. 49

experimental method, because the researcher wanted to know the influence of using flipped classroom in teaching reading comprehension.

In experimental design, the researcher used quasi experimental design. The quasi experiment includes assignment, but not random assignment of participants to groups because the experimenter cannot artificially create groups for experiment.⁶⁷ In this research, the researcher was select two classes. The first is a experimental class and the second is a control class. The experimental class is the class which get treatments Flipped classroom. Meanwhile, control class is teaching by using the a model that is usually used by teacher. According to Donald state that the variety of quasi experimental designs, there are two categories, pre-test and post-test.⁶⁸

Table 2
Pre-test and Post- test

Select Control Grup	Pre-Test	No Treatment	Post-Test
Select Experimental Group	Pre-Test	Experimental Treatment	Post-Test

B. Variable of Research

A variable is anything that varies and can be measured. Examples in organizational research include age, and which department people work in.⁶⁹

One component of research that has an important meaning in relation to the

⁶⁷ John W. Creswell, *Educational Research* (4th Edition), (Boston : Pearson Education, 2008), P. 309

⁶⁸ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, *Introduction to Research in Education*, (8th Edition) (Wadsworth : Cengage Learning, 20010), P. 303

⁶⁹ Chris Dewberry, *Statistical Methods for Organizational Research*, (New York; Routledge, 2004) P. 332

study process comprehensively is research variable. Variable are attributes as well as objects that are focus of research. The component is important in drawing conclusions from the research. It means variable will be our limitation on the research. It will make a way to guide researcher on focus to what the purpose of the research. In short, it is everything that researcher want to be research.

According to Dewberry, variable divides into two. They are independent variable and dependent variable. Independent variables are those that the researcher independently manipulates or contrasts. In the research design, and the dependent variable is the variable upon which the outcome of this manipulation or contrast is measured.⁷⁰ It means there is one variable that function as an influence and as affected.

C. Operational Definition of Variables

The operational definition of variable is used to describe the variables that researcher investigated. The operational of variable is as follows:

1. Independent variable

Flipped classroom is a class model to help the students comprehend the text by using video before students read the text to get students' comprehension on reading material.


⁷⁰. *Ibid.*, P. 109

2. Dependent variable

Students' reading comprehension on narrative text is an ability of comprehending the text about a story that aimed to entertain the readers to be involved in questions related to main idea, inference (implied detail), grammatical features, detail, excluding fact/not written, supporting idea, and vocabulary in content.

D. The Population, Sample, and Sampling Technique

1. Population



The population is all individuals of interest to the researcher.⁷¹ It is not only humans in the context but it can also objects that meet certain requirements to be examined. It means that the population of research must be related to what researcher will be study. Thus, the population of this research is all students of eight grade of SMPN 1 Marga Sekampung in Academic year of 2018/2019. Which consist of 3 classes.

Table 3
Population of the Students at Eight Grade Of SMPN 1 Marga Sekampung in Academic Year of 2018/2019

No.	Class	Genre		Total
		Male	Female	
1.	VIII A	14	17	31
2.	VIII B	18	14	32
3.	VIII C	14	17	31
Totals of students		46	48	94

⁷¹Geoffrey Marczyk, David DeMatteo, David Festinger, *Essentials of Research Design and Methodology*, (New Jersey : John Wiley & Sons, 2005), P. 18

2. Sample

Researchers typically study a subset of the population, and that subset is called a sample.⁷² It is impossible for researcher to be able to study the entire population. Thus, it is important to select the sample so that it can be used as a representative of the population. The sample of the research was divided into two classes between the three classes of second semester at the eighth grade. One is experimental class and the other one is control class.



3. Sampling Technique

In this research, the researcher used cluster random sampling technique to determine samples. Cluster random sampling the total population is divided into a number of relatively small subdivisions which are themselves clusters of still smaller units and then some of these clusters are randomly selected for inclusion in the overall sample.⁷³ It means that clusters random sampling using group in determine a sample by random. The steps in determining the experimental and control class are as follows:

1. The researcher made some of lottery
2. The researcher provided 3 small pieces paper, which there are had name of representative each class and then, put them into a glass
3. The researcher was shake the glass and choose a piece of the paper

⁷² *Ibid.*

⁷³ C. R. Kothari, *Op. Cit.* P. 65

4. The first the lottery was chosen as experimental class and the second as a control class

E. Data Collection Technique

The quantitative data should be collected through standardized tests.⁷⁴

Test is a number of statement or question used to measure skill, knowledge, intelligence or talent belonged to individual and group.⁷⁵ It means researcher have to use some tests to figure out one's abilities. Based on the theory, researcher used tests in collecting data. The techniques are:

- a. Pre-test

A pre-test is administered to each group before the application of the experimental variables.

- b. Post-test

A post-test is administered and the gain evaluated by a test of covariance at the end of experimental period.⁷⁶

The pre-test was done before the researcher give some treatments. It was given to control and experimental class to measure student's skill in reading comprehension especially for narrative text. They answered some questions in pre-test. It consisted of 25 items with multiple choices, A, B, C, D.

⁷⁴ Yogesh Kumar Singh, *Fundamental Research Methodology and Statistics*, (New Delhi : New Age International, 2006), P. 216

⁷⁵ Suharmisi Arikunto, *Op. Cit.* P. 223

⁷⁶ Yogesh Kumar Singh, *Op. Cit.* P. 238

While, post-test was done after the treatments were given to two samples. Which is the experimental class has been taught by using flipped classroom and control class taught by using traditional. It aimed to determine the influence of those techniques. In post-test, students were also answered some questions of multiple choices, A, B, C, D. It was consist of 25 items.

F. Instrument of the Research

Anything that becomes a means of collecting information for your study is called a 'research tool' or a 'research instrument', for example observation forms, interview schedules, questionnaires and interview guides.⁷⁷ This is the input of your study and the output, the relevance and accuracy of your conclusions, is entirely dependent upon it. A research instrument in quantitative research must be developed in light of the objectives of your study.⁷⁸ It means the instruments' question must be related the goals of research. Then it can answers hypothesis in the research. Thus, researcher should be squeamish to constructing the research instruments.

In this research, it was 50 questions to exam students in try out. After try out, there were 25 questions multiple choice, A, B, C, and D and it gave pre-test and post-test.

G. Procedure of the Research

There are three steps were done in conducting this research. They are:

⁷⁷ Ranjit Kumar, *Research Methodology a Step by Step Guide for Beginner* (3rd Edition), (London : SAGE Publication, 2011), P. 41

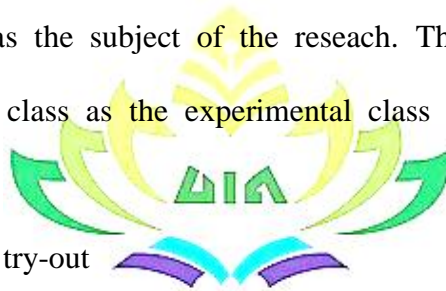
⁷⁸ *Ibid*, P. 155

1. Planning

Before the researcher applied the research procedure, the researcher made some planning to run the implementation well. There are some steps of plan by the researcher:

a. Determining the subject

In this research, the researcher chose the eight grade in SMPN 1 Marga Sekampung as the subject of the research. There are consists of 3 classes. One class as the experimental class and other one as the control class.



b. Preparing the try-out

The researcher provided a kind of test (called try-out test) that test was given to the students. It means to know what their weak and their strong in reading because the goal is getting the good items for pre-test and post-test.

c. Preparing the Pre-test

The researcher provided pre-test that given to the students at control and experimental class. The test was given by researcher before the students get the treatments.

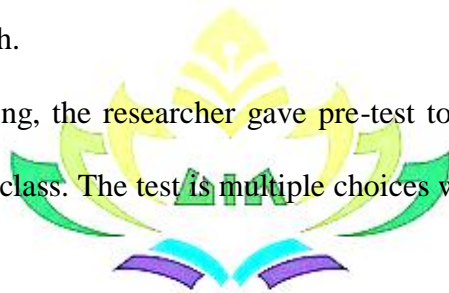
d. Preparing the Post-test

The researcher gave post-test to the students at the control class and experimental class after treatment in experimental class.

2. Application

After making the planning, the researcher tried to apply the research procedure that is already planned. They are some steps in doing this research:

- a. First meeting, the researcher gave try-out. The questions were multiple choices. This test gave to students which does not become the sample of the research.
- b. Second meeting, the researcher gave pre-test to the control class and experimental class. The test is multiple choices with 4 options A, B, C, and D.
- c. In third, fourth and fifth meeting the researcher gave 3 the treatment. After give the pre-test to the students, the researcher conducted the treatments using flipped classroom in experimental class and teacher was using traditional classroom in control class.
- d. In last meeting, the researcher gave post-test. The test is the same that is multiple choices test.



3. Analyzing

The last point in this is reporting, there are three steps in reporting. The steps are follows as:

1. Analyzed the data that were received from try-out test
2. Analyzed the data that were received from pre-test and post-test
3. Made a report of the findings

H. Scoring System

In this research, researcher needed to get the score of students' test. According to Arikunto in his book about *the fundamental of education evaluation* to get a perfect score, it will be 100 score of the test. To accounting, researcher uses formula below⁷⁹

$$S = \frac{r}{n} 100$$

The details:

S: the score of the test

r: the quantity of the right answer

n: all of items



I. Validity

Validity is an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the *adequacy* and *appropriateness* of *inferences* and *actions* based on test scores or other modes of assessment.⁸⁰ A test can be said to be valid if the test used is able to measure accurately what should be measured in a study or research. It can be seen on the compare of student score's. In validity, there are three elements:

1. Content Validity

Content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study.⁸¹ It ensures that measurements use appropriate and representative items, which reveal the

⁷⁹ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta : Bumi Aksara, 2013) P. 272

⁸⁰ Timothy Teo, *Handbook of Quantitative Methods for Educational Research*, (Boston: Sense Publishers, 2013), P. 38

⁸¹ C. R. Khotari, *Op. Cit.*, P. 74

concept under study. It should be taught to students. Therefore, researcher composed the instruments of reading test based on the curriculum for the eighth grade of SMPN 1 Marga Sekampung. Then, it was corrected by the English teacher at SMPN 1 Marga Sekampung to confirm whether it is valid or not.

2. Construct Validity

Construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.⁸² It means that a measurement must be related to operational definition of the variables. In short, construct validity can interpret as a concept of measurement. It focuses on the kind of the test that is used to measure the students' reading ability.

According to Brown, there are seven aspects of reading that can be used to measure the reading ability. Those were discussed in chapter 2. They are main idea (topic), inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding fact not written (unstated details), supporting idea, and the last vocabulary in the context. Based on the theory, researcher arranged the instruments with it.

⁸² *Ibid.*

Table 4
The Test Specification for Pre-Test and Post-Test before Validity

No.	Aspect	Item Numbers			
		Pre-test		Post-test	
		Odd	Even	Odd	Even
1.	Main idea (topic)	1, 25, 49	20, 34	15, 47, 49	2, 8
2.	Expressions/idiom/phrases in context	5,	6, 50	37, 39	34
3.	Inference (implied detail)	21, 27, 37	4, 14, 30, 38	9, 27, 35	10, 18, 42, 48
4.	Grammatical features	13, 29, 31	12, 22, 32, 40, 46	1, 5, 45,	12, 16, 26, 32, 38
5.	Detail (scanning for a specially stated detail)	3, 17, 19, 33, 35, 43,	2, 10, 18, 20, 26, 28	3, 17, 21, 23, 33, 41	4, 6, 14, 28, 36, 44
6.	Excluding fact not written	9, 11, 45, 47	8, 16, 48	7, 13, 19	22, 30, 43
7.	Supporting idea	7, 15	24, 44	25, 31	40, 50
8.	Vocabulary in the context	23, 41,	42	11, 29	20, 24, 46
Total		25	25	25	25

The researcher validated the instrument test to the English teacher of eighth grade at SMPN 1 Marga Sekampung, Mrs. Siti Rokhayat at 2nd April 2019. Based on the form validation all of the items of the test instrument were valid. It means that the instrument test was suitable with the criteria on reading comprehension.

3. Internal Validity

The internal validity of a research design is its ability to measure what it aims to measure.⁸³ Because the aim of this research is to know the influence of flipped classroom towards reading ability students so,

⁸³ *Ibid.*, P. 73

researcher used internal validity. In the research, there is knowledge validation (multiple). The formula that used by Biserial Correlation formula.

$$\gamma_{pbi} = \frac{Mp - Mt}{St} \sqrt{\frac{p}{q}}$$

The details of information:

γ_{pbi} : coefficient of correlation biserial (rpbi)
 Mp : the average score of the right answer
 Mt : the average of total score
 St : standard of total score deviation
 p : proportion of the students who get right answer
 q : proportion of the students who get wrong answer ($q = 1 - p$)

Criteria of validity: if " $r_{count} > r_{table}$ " (it means valid)

If " $r_{count} < r_{table}$ " (it means invalid)⁸⁴

From the result of validity analysis by using Microsoft Excel, there were 25 invalid items of pre-test and 25 invalid items of post-test. The invalid instruments in pre-test were 4, 6, 10, 12, 15, 18, 19, 20, 23, 27, 28, 29, 31, 32, 33, 36, 38, 39, 40, 43, 44, 45, 47, 48, 49. The invalid instruments in post-test were 7, 8, 9, 12, 15, 16, 17, 20, 21, 23, 24, 26, 28, 29, 33, 34, 35, 36, 41, 43, 46, 47, 48, 50.

⁸⁴ Kasmadi and Nia Siti Sunariah, *Panduan Modern Penelitian Kuantitatif* (Bandung : Alfabeta, 2013), P. 78

Table 5
The Test Specification for Pre-Test and Post-Test after Validity

No.	Aspect	Item Numbers			
		Pre-test		Post-test	
		Odd	Even	Odd	Even
1.	Main idea (topic)	1, 25	34	49	2
2.	Expressions/idiom/phrases in context	5	50	37, 39	-
3.	Inference (implied detail)	21, 37	14, 30	27	10, 18, 42
4.	Grammatical features	13,	22, 46	5, 45,	32, 38
5.	Detail (scanning for a specially stated detail)	3, 17, 35	2, 26	3	4, 6, 14, 44
6.	Excluding fact not written	9, 11	8, 16, 19		22, 30
7.	Supporting idea	7	24	25, 31	40
8.	Vocabulary in the context	41	42	11,	24
Total		13	12	11	14

J. Reliability

The reliability of a test is an index of how consistently a test measures whatever it is supposed to measure (i.e., the construct).⁸⁵ It means that reliability is the extent to which the measurement of the test remains consistent after repeated attempts on the subject and under the same conditions. Research is considered reliable when providing consistent results for the same measurements. It cannot be relied upon if repeated measurements give different results.

In this research to know whether it is reliability or not researcher used the formula KR-20. The formula KR -20 to count the reliability is below:

⁸⁵ Timothy Teo, *Op. Cit.*, P. 21

$$R11 = \left(\frac{n}{n-1}\right)\left(\frac{s^2 - \sum pq}{s^2}\right)$$

The details:

- R11 = Reliability of the test
P = total of students who get right answers
q = total of students who get wrong answers
 $\sum pq$ = sum of p time q
n = Total items
s = the standard of deviation of the test⁸⁶

The criteria of reliability test are:

- 0.800-1000 = Very high reliability
0.600-0.799 = High reliability
0.400-0.599 = Medium reliability
0.200-0.399 = Low reliability
0.000-0.199 = Very low reliability⁸⁷

Based on the result analysis of reliability using Microsoft Excel, the criteria of reliability for pre-test was 0.949 and post-test was 0.952. It means that both tests got a very high reliability.

K. Data Analysis

1. Fulfillment of the Assumptions

a. Normality Test

⁸⁶ Suharsimi Arikunto, *Op. Cit.* P. 231

⁸⁷ Sugiono, *Metode Penelitian Kuantitatif Kualitatif*, (Bandung: Alfabeta, 2011), P. 184

The normality test is used to find out whether the data is normal or not. In this case, the researcher used *Lilliefors* test.

a. The hypothesis for the normality test formula is follows:

Ho : the data are normality distributed

Ha : the data are not normality distributed

b. The test of hypothesis is follows :

1. Ordering the samples of data from the lowest to the highest

using the formula $Z = \frac{x_i - \bar{x}}{s}$ (\bar{x} and s are average and standard deviation of samples to each other)

2. For each of these standard numbers and use standar nominal distribution list, then count $F(z_i) = P(z \leq z_i)$

3. The next count the proportion of the smallest or same as z_i . if the proportion stated by $S(z_i)$, so $S(z_i) = \frac{Z_n \leq z_i}{n}$

4. Count the difference $F(z_i) - S(z_i)$ then determine the absolute value

5. Take the biggest value (L_o) compare to the L_t score from the table of *Lilliefors*.

c. The criteria as follows :

Ho is accepted if $L_{\text{observed}} < L_{\text{critical}}$ (the data is normally)

Ho is rejected if $L_{\text{observed}} > L_{\text{critical}}$ (the data is not normally)⁸⁸

b. Homogeneity Test

⁸⁸ Sudjana, *Metoda Statistika*, (Bandung : Tarsito, 2005), Pp. 466-467

Homogeneity Test is the way to know whether the data is homogeneous or heterogeneous. The formula of homogeneity test is:

$$F = \frac{s_1^2}{s_2^2}$$

The details :

s_1^2 = the biggest variance

s_2^2 = the smallest variance

The criteria are:

1. H_0 is accepted if $F_{\text{observed}} < F_{\text{critical}}$ (the data is homogeneous)
2. H_0 is rejected if $F_{\text{observed}} > F_{\text{critical}}$ (the data is heterogeneous)⁸⁹

2. Hypothetical Test

It is test that use to determine whether the data fulfill the criteria of quality variance and researcher used t-test to measure it.

The formula of T-test below:

a. Variance homogeneous

This is the formula:⁹⁰

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

The details:

⁸⁹ *Ibid.*, Pp. 249-251

⁹⁰ Suharsimi Arikunto, *Op. Cit.*, P. 354

M = mean of scores of each group

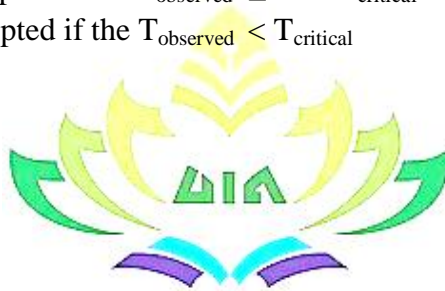
N = total number of the students

x = deviation of each scores x_2 and x_1

y = deviation of each y_2 from mean of y_1

The criteria of hypothesis are:

1. H_a is accepted if the $T_{\text{observed}} \geq T_{\text{critical}}$
2. H_o is accepted if the $T_{\text{observed}} < T_{\text{critical}}$

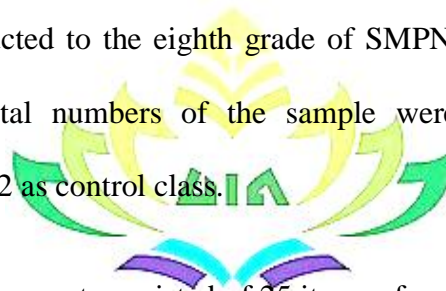


CHAPTER IV RESULT AND DISCUSSION

A. Data Analysis

1. Result of Analysis

This research was aimed to know whether there is a significant influence of Flipped classroom towards students' reading comprehension on Narrative text. The research was conducted to the eighth grade of SMPN 1 Marga Sekampung East Lampung. The total numbers of the sample were 63 students, 31 as experimental class and 32 as control class.



The research instrument consisted of 25 items of pretest, while the posttest consisted 25 of multiple choice items with 4 options. Pretest was conducted earlier on April, 4th 2019 at 07.30 A.M for class VIII C as the experimental class and class VII B as the control class at 08.50 A.M. the pretest was conducted to know the students' reading comprehension in narrative text. After conducting the third meeting of Flipped classroom , the researcher gave the posttest to the sample. The posttest was conducted on April 18th, 2019 at 07.30 A.M for class VIII C as the experimental class and class VIII B as the control class at 08.50 A.M.

2. Result of Pre-test in Experimental Class

The pre-test administered on April, 4th, 2019. The score of the students' reading tested in pre-test can be seen in figure 1:

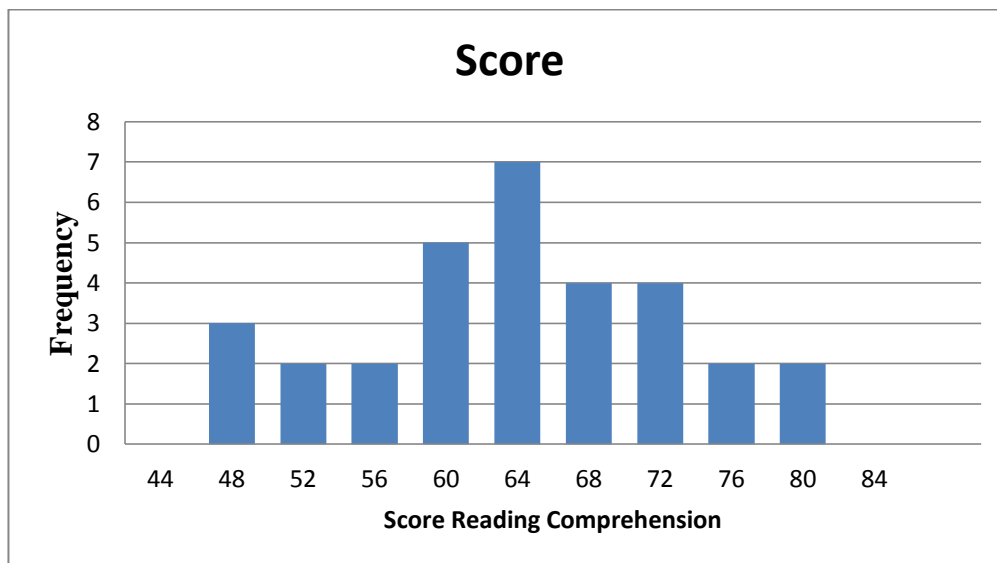


Figure 1
Graphs of the Result of the Pre-test in Experimental Class

Based on the figure 1, it can be seen that the smallest score is 48 that just three students got it. Next, two students got 52 score and two students others got 56. Then, there were five students got 60 score and seven students got 64 score. Next, there were four students got 68, four students others got 72 score, and two students got 76. The last, it is the biggest score that just two students who got 80 score. For statistics of the result pre-test of experimental class (VIII C), it can be seen on table :

Table 6
Statistics of the result of pre-test VIII C

Statistics	Score
Mean	63.87
Minimum	48
Maximum	80
Median	64

3. Result of Pre-test in Control Class

The pre-test administered on April, 4th, 2019. It can be seen in figure 2 below:

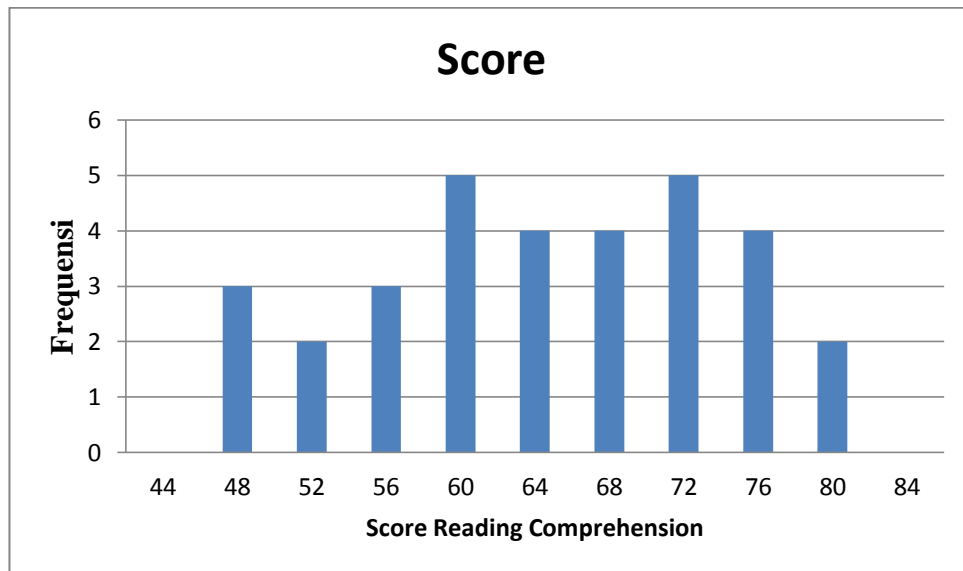


Figure 2
Graphs of the Pre-Test Result in Control Class

Based on the figure 1, it can be seen that the smallest score is 48 that just three students got it. Next, two students got 52 score and three students got 56. Then, there were five students got 60 score and four students got 64 score. Next, there were four students got 68, five students others got 72 score, and three students got 76. The last, it is the biggest score that just two students who got 80 score. For statistics of the result pre-test of control class (VIII B), it can be seen on table:

Table 7
Statistics of the result of pre-test VIII B

Statistics	Score
Mean	64.63
Minimum	48
Maximum	80
Median	64

4. Result of the Post-test in Experimental Class

The post-test was conducted on April 18th, 2019. The score of post-test in the experimental class were presented in figure 3:

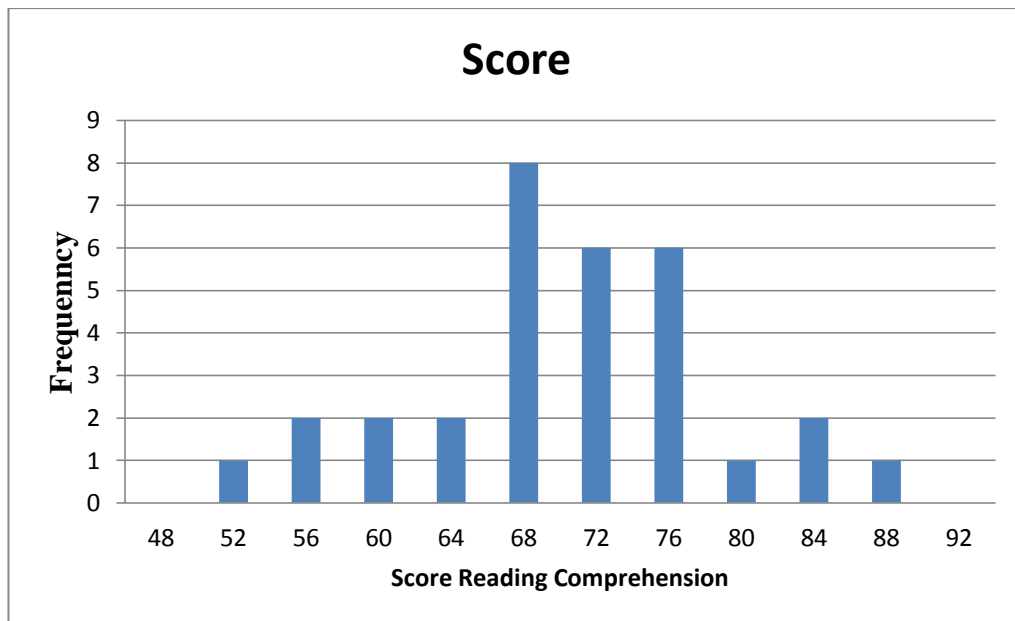


Figure 3
Graphs of the Post-Test Result in Experimental Class

Based on the figure 1, it can be seen that the smallest score is 52 that just one student got it. Next, two students got 56 score and two students got 60. Then, there were 2 students got 64 score and eight students got 68 score. Next, there were six students got 72, and six students others got 76. There was one student others got 80 score, and two students got 84. The last, it is the biggest score that just one students who got 88 score. For statistics of the result post-test of experimental class (VIII C), it can be seen on table:

Table 8
Statistics of the Result of Post-Test VIII C

Statistics	Score
Mean	70.45
Minimum	52
Maximum	88
Median	72

5. Result of the Post-Test in Control Class

The post-test was administered on April 18th, 2019. The score of post-test in the control class were presented in figure 4.

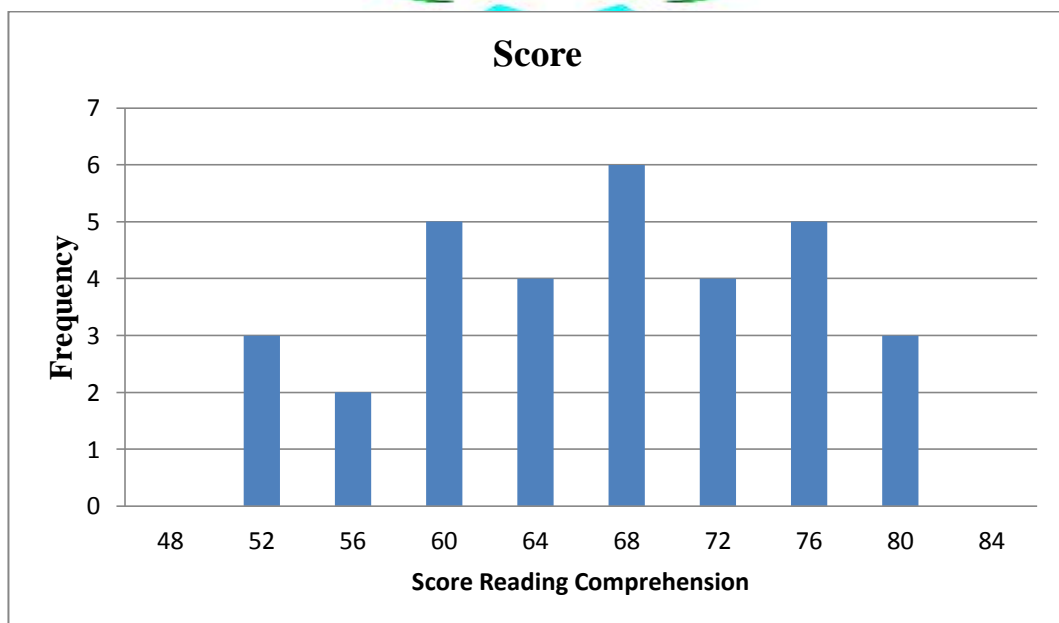


Figure 4
Graphs of the post-test in control class

Based on the figure 1, it can be seen that the smallest post-score of control class was 52. There were three student got it and two students got 56 score. Next, there were five students got 60 score and four students got 64 score. Next, there were six students got 68, and four students others got 72. There was five students

got 76 score. The last, it is the biggest score, three students got 80 score. For statistics of the result post-test of control class (VIII B), it can be seen on table:

Table 9
Statistics of the Result of Post-Test VIII B

Statistics	Score
Mean	66.94
Minimum	52
Maximum	80
Median	68



6. The Result of Normality Test

The researcher did normality test to measure whether the data have normal distribution or not. The hypothesis of the normality tests were formulated as follow:

H_0 = the data are normally distributed.

H_a = the data are not normally distributed.

While criteria for the normality test are follow:

H_0 is accepted if $L_{observed} < L_{critical}$

H_a is accepted if $L_{observed} > L_{critical}$

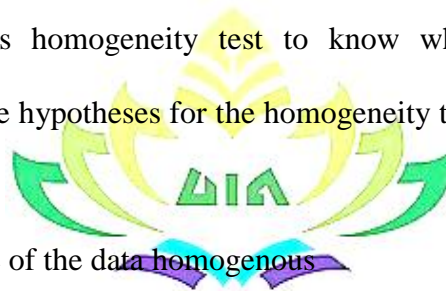
Table 10
Normality of the Experimental and Control Class
The Result of $L_{observed}$

Pre-test of experimental class	0.105	31 students	0.155
Pre-test of control class	0.120	32 students	0.153

Based on *liliefors* table, It can be seen that L_{table} for 31 students of the experimental class was 0.155 and 0.153 for 32 students of the control (See Appendices 5b). Therefore, H_0 is accepted and the researcher concluded that the population is in the normal distribution.

7. The Result of Homogeneity Test

The researcher did this homogeneity test to know whether the data were homogeneous or not. The hypotheses for the homogeneity test were formulated as follows:



H_0 = the variance of the data homogenous

H_a = the variance of the data not homogenous

While the criteria for the homogeneity test are as follows:

H_0 is accepted if $F_{observed} < F_{critical}$

H_a is accepted if $F_{observed} > F_{critical}$

The formula of homogeneity test is:

$$F = \frac{s_1^2}{s_2^2}$$

The details:

s_1^2 = the biggest variance

s_2^2 = the smallest variance

According to the result of calculation using Microsoft Excel, the biggest variance is 72.77 and the smallest variance is 70.86. Based on the formula above the result of homogeneity is 1.027 and $F_{critical}$ is 1.83 (See Appendices 5c).

Therefore, it can be concluded that the data of control and experimental class are homogeneous because the score $F_{observed} < F_{critical}$.

8. The Result of Hypothetical Test

Based on the previous explanation, normality and homogeneity test in this research has been satisfied. Therefore, the researcher used the following independent t-test using Microsoft Excel for hypothetical of test.

The hypothesis formulas are:

H_0 : There is no significant influence of using Flipped classroom towards students' reading comprehension at the second semester of the eighth grade of SMPN 1 Marga Sekampung East Lampung in the academic year of 2018/2019.

H_a : There is a significant influence of using Flipped classroom towards students' reading comprehension at the second semester of the eighth grade of SMPN 1 Marga Sekampung East Lampung in the academic year of 2018/2019.

While the criteria for acceptance and rejection of the hypothesis are:

H_a is accepted if the $T_{observed} \geq T_{critical}$

H_0 is accepted if the $T_{observed} < T_{critical}$

Table 11
The Result of Independent T-Test

t-Test: Two-Sample Assuming Equal Variances		
	<i>Experimental Class</i>	<i>Control Class</i>
Mean	70.4516129	64.625
Variance	70.85591398	89.91935484
Observations	31	32
Pooled Variance	80.54389212	
Hypothesized Mean Difference	0	
df	61	
t Stat	2.576234676	<- T-observed
P(T<=t) one-tail	0.006212599	
t Critical one-tail	1.670219484	
P(T<=t) two-tail	0.012425198	
t Critical two-tail	1.999623585	T-critical

Based on the result obtained in the table 11 above, it is clear that value of significant generated Sig. (p_{value}) or Sig.(2-tailed) of the equal variance assumed = 0.006 and 0.012, and $\alpha = 0.05$. It means that Sig. (p_{value}) < $\alpha = 0.05$ and T_{observed} (2.57) > T_{critical} (1.99). Therefore, H₀ is rejected and H_a is accepted. Based on the computation, it can be concluded that there was influence of using Flipped classroom towards students' reading comprehension at the second semester of the eighth grade of SMPN 1 Marga Sekampung East Lampung in the Academic Year of 2018/2019.

B. Discussion

1. Process of Treatments

The research had been conducted since April 2nd of 2019 to May 2nd of 2019. There were six steps in this research, they were: try-out test, pretest, three times treatments and posttest. The researcher identified some results, they were: the score of students before the treatments, the score of students after the treatments, the differences between students' score in pre-test and post-test and the differences of students' atmosphere between the students who were taught by using Flipped classroom in the experimental class and also those taught by traditional classroom in the control class in teaching and learning reading comprehension in SMPN 1 Marga Sekampung East Lampung.

Before the test was used as an instrument to collect the data, it had been tried out to the students. The researcher prepared 100 items as the instrument of the test, 50 items for pre-test and 50 items for post-test. From 100 test items of tryout, some items were chosen as the instrument of the test. The choosing of the instrument had been done by considering two categories, validity and reliability. The test was given before and after the students followed the learning process was provided by the researcher. This test was given for control class and experimental class. Before the activities were conducted, the researcher determined the materials and lesson plans. The experimental class used Flipped classroom which in this research, while the control class used Traditional classroom . Moreover, the researcher has being a teacher who taught the experimental class and English teacher taught the control class.

a. Experimental Class

1) Description of the first treatment

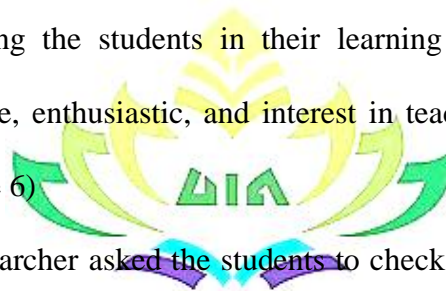
In the first treatment, the students felt surprised for the new teacher. The lesson was started by greeting and giving introduction which caused the students felt curious to know the next step of teaching learning process. After that, the learning process was started. The researcher used three steps in the learning process, those were pre activity, while activity, and post activity.

In the pre activity, the researcher asked the students whether they ever used Flipped classroom in their class. Then the students answered that they never used in Flipped classroom their class because their teacher just asked them used dictionary to know the meaning. It was revealed by English teacher when the researcher asked her in preliminary research before. (See Chapter 1, Page 3)

After that in the while activity, the researcher gave a material about narrative text using Flipped classroom. The researcher also gave the stimulation about narrative text to the students by using video. The researcher also asked the students to discuss about it into group. The students looked interesting in the learning process with the video. The topic was “The Monkey and the Dolphin”. The researcher used Flipped classroom because this media had been used by Hamideh Abaeian and Linda Samadi, on the Effect of Flipped Classroom on Iranian EFL learners’ L2 Reading Comprehension: Focusing on Different Proficiency Levels. Her research was

proved that using through Flipped classroom could help the students to understand the material well. (See Chapter I, Page 5).

Then in the post activity, the researcher asked the students to express their problem in learning narrative text. Most of the students were active and enthusiastic to comprehend the meaning of text after being taught Flipped classroom. It was also supported by Hamideh that Flipped classroom could be a strategy in helping the students in their learning process in the class. Students were active, enthusiastic, and interest in teaching learning process (See Chapter I, Page 6)



Then, the researcher asked the students to check their work together in the class so that they would know their result of the task/practice. After the students and the researcher had checked the task/practice, some students asked the researcher to explain some questions, after the students understood. The researcher also told the students what they would learn for the next meeting and then the researcher ended the class.

2) Description of the second treatment

It was the same as the first meeting, the students were still taught by the researcher using Flipped classroom. The topic in this meeting was “The Dog and Wolf”. In the pre activity, the researcher gave some questions to building student’s interest to think about it.

Just like the previous treatment, in the pre activity the researcher started the teaching learning process by explaining more about the topic. After that

the researcher used Flipped classroom and media LCD projector for the students. The students felt enjoyable with Flipped classroom.

After that the researcher gave a video about narrative text then in the while activity. The researcher also asked the students to discuss about it into group. Most of students did their task very well. They could arrange the good meaning of text. It was also supported by Mehrnoosh Karimi and Raouf Hamzavi, that Flipped classroom could be a strategy in helping the students' learning process in the class. Flipped classroom could help the students to organize their understanding of specific meaning of text and structure text in comprehend new words. (See Chapter I, Page 6)

At last, in the post activity, the researcher asked the students to express their problem in comprehend the text, after the students understood, the researcher ended the class. Then, the researcher gave the task. It was the same as the previous meeting, the students asked the researcher to check their work together in the class so that they would knew their result. After the students and the researcher had checked the task, some students asked the researcher to explain some questions, after the students understood then the researcher ended the class.

3) Description of the third treatment

In the third treatments, the students were still taught by the researcher using Flipped classroom. The topic in this meeting was “The Eagle, the Cat, and the Wild Sow”. Just like the previous treatment, in the pre activity the researcher started the teaching learning process by explaining more about the

topic. After that the researcher used Flipped classroom and LCD for the students. The students felt enjoyable with the strategy.

After that the researcher gave a video about narrative text then in the while activity. The researcher also asked the students to discuss about it into group. Most of students did their task very well. They could arrange the good meaning of text. It was also supported by Mehrnoosh Karimi and Raouf Hamzavi, that Flipped classroom could be a strategy in helping the students' learning process in the class. Flipped classroom could help the students to organize their understanding of specific meaning of text and structure text in comprehend new words. (See Chapter I, Page 6)

At last, in the post activity, the researcher asked the students to express their problem in comprehend the text, after the students understood, the researcher ended the class. Then, the researcher gave the task. It was the same as the previous meeting, the students asked the researcher to check their work together in the class so that they would knew their result. After the students and the researcher had checked the task, some students asked the researcher to explain some questions, after the students understood then the researcher ended the class.

b. Control Class

1) Description of the first treatment

In the first treatment, the lesson was started by greeting and giving introduction which caused the students felt curious to know the next step of teaching learning process. After that the teacher began the class. The same as

the experimental class, the control class also used the three steps of learning activity.

In the pre-activity, the teacher explained the material narrative text to the students. After that, the teacher gave the text to the students which had the same topic as the experimental class; it was “The Monkey and the Dolphin”. After that, in while activity the teacher taught by used traditional classroom to the students. Then the student marked of unfamiliar words that they do not know. The teacher also asked the students to find the meaning point of the word in their dictionary. This procedure is supported by Kitamura that students practice using the focus point of the lesson. (See Chapter II, Page 34)

The last step was post activity, in this activity the researcher asked the students to express their problem in reading task. The students said that, they got difficult in construct the meaning. The teacher also told the students what they would learn for the next meeting and then the teacher ended the class.

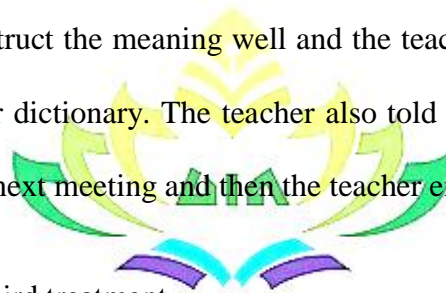
2) Description of the second treatment

It was the same as the first meeting, the students were still taught by the teacher used traditional classroom. The topic in the last meeting was “The Dog and Wolf”. In the pre activity, the teacher gave several minutes for the students to finish the task and they were also allowed to consult to their dictionary if they found difficult words in order to know the meaning of the words.

After that, in while activity the teacher taught by used traditional classroom to the students. Then the student marked of unfamiliar words that

they do not know. The teacher also asked the students to find the meaning point of the word in their dictionary. This procedure is supported by Kitamura that students practice using the focus point of the lesson. (See Chapter II, Page 34)

The last step was post activity, in this activity the teacher asked the students to express their problem in reading task. The students said that, they got difficult in construct the meaning well and the teacher asked the students to consult with their dictionary. The teacher also told the students what they would learn for the next meeting and then the teacher ended the class.



3) Description of the third treatment

In the third meeting, the students were still taught by the teacher used traditional classroom. The topic in the last meeting was “The Eagle, the Cat, and the Wild Sow”. In the pre activity, the researcher gave several minutes for the students to finish the task and they were also allowed to consult to their dictionary if they found difficult words in order to know the meaning of the words.

After that, in while activity the teacher taught by used traditional classroom to the students. Then the students read. The teacher also asked the students to find the meaning point of the word in their dictionary. This procedure is supported by Kitamura that students practice using the focus point of the lesson. (See Chapter II, Page 34)

The last step was post activity, in this activity the teacher asked the students to express their problem in reading task. The students said that, they

got difficult in construct the meaning well and the teacher asked the students to consult with their dictionary. Teacher also reviewed the previous materials and then the researcher ended the class.

Based on the explanation above, the researcher concludes that there are some differences between the experimental and the control class. In the experimental class the students were taught by using Flipped classroom, students were become more active thinking on reading in the class. While in the control class the students were taught by using traditional classroom, students were done by themselves and not active in the learning process.

In general, the teaching learning process through three treatments ran well. In addition, based on the analysis of the data and the testing of hypothesis, the result of the calculation is found that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. From the analysis above, we know that the students who got high frequency of using Flipped classroom get better result than the students using traditional classroom in teaching reading comprehension.

2. Result of Discussion

After conducting the research, it is proven that there is significant influence of using Flipped classroom towards students' reading comprehension especially narrative text. It is supported by Fuentes in Tilton Brunner states that flipped is a model that designed to help students assess their own interest and prior knowledge

about the topic before reading the selection.⁹¹ It means that it was suitable to build their comprehend in the text.

It was proven by the result of the students' post-test score. The average of students' post-test score in the experimental class is 70.45, median score is 72, the smallest score is 52, and the highest score is 88. Meanwhile, the average of students' post-test score in the control class is 66.94, median score is 68, the smallest score is 52 and highest score is 80. From the result shows that the students' post-test score in the experimental class is higher than students' post-test score in the control class. It was the same with the result of previous research by Mehrnoosh Karimi and Raouf Hamzavi. Their research showed that flipped model of instruction had a significant positive effect on reading comprehension ability of EFL students.⁹²

The result of the data analysis shows that the use of Flipped classroom in teaching reading comprehension encourages the students to be more active in teaching and learning reading comprehension on narrative text at the eighth grade of SMPN 1 Marga Sekampung East Lampung in academic years 2018/2019. If before students lack vocabulary but now they can remember vocabulary more by guessing the meaning. Then, the students are confused to comprehend English text but now they have a confidence to translate by themselves. They also have difficulty in comprehend a text especially narrative text but now they have sensitively in comprehending the meaning of narrative text. If before the students

⁹¹ Judy Tilton Brunner, *Now I Get It*, (New York : R&L Education, 2012), P. 79

⁹² Mehrnoosh Karimi and Raouf Hamzavi, "The Effect of Flipped Model of Instruction on EFL Learners' Reading Comprehension: Learners' Attitudes in Focus". *Educational Journal*, Vol. 8 No. 1, (2017), P. 1

lack experience learning with various class model that teacher uses but, now they can try a new experience on learning.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In chapter IV, the data has analyzed statistically by the researcher.

According to the result of the students' post-test score, the average of students' post-test score in the experimental class is 70.49 and the average of students' post-test score in the control class is 66.94. While based on the calculating of the independent sample test, Sig (p_{value}) were 0.006 and 0.012, and $\alpha = 0.05$. It means that Sig. (p_{value}) $\leq \alpha = 0.005$ and H_a is accepted.

In other word, the researcher concludes that there is significant influence of using Flipped classroom towards students' reading comprehension at the second semester of the eighth grade of SMPN 1 Marga Sekampung East Lampung in the Academic Year of 2018/2019. Therefore, this research can be used for the reader to conduct the other research by using Flipped classroom.

B. Suggestion

Based on the conclusion above, the researcher gives suggestions as follow :

1. Suggestion for the teacher

- a. Flipped classroom is a one of the good class models that can help the students in reading comprehension. Thus, it should be considered in the teaching reading process to the teacher.

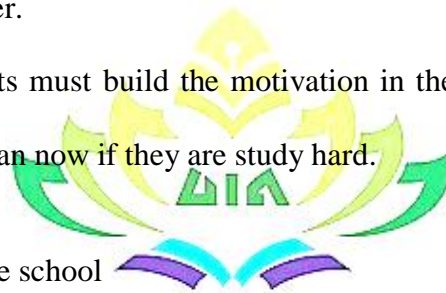
- b. The teacher should not just use one class model on teaching English.

Some time, teacher should use new class model to know which one is appropriate to students.

2. Suggestion for the students

- a. The students must read a lot so that their English skills on the text can be better.

- b. The students must build the motivation in themselves that they can be better than now if they are study hard.



3. Suggestion for the school

Even though, there is some English books as source in learning process, facility computer and a laboratory for language to support the learning process but in fact, there is no activity on there. Therefore, school should provide a program of English such as English club. The program can be an extracurricular activity for the students. It will make an active process on English learning.

4. Suggestion to the Further Research

In this research the researcher focuses on the influence of using Flipped classroom towards students' reading comprehension on narrative text. Thus, it is suggested for the next researcher to conduct a research with others class model such as online class, distance class, blended class and the others.

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Appendix 1a

The Result of Interview with English Teacher at SMPN 1 Marga Sekampung

No	Questions	Answers	Conclusion
1.	Sudah berapa lama ibu mengajar di SMPN 1 Marga Sekampung?	Sudah sangat lama nak, kurang lebih ada lah 11 tahunan	Guru sudah cukup lama mengajar bahasa inggris di SMPN 1 Marga Sekampung
2.	Masalah apa saja yang sering ibu hadapi dalam menyampaikan materi, khususnya dalam pengajaran reading?	Kurang bisa tenang mungkin karena memang disini muridnya lumayan banyak dan dengan kondisi kelas yang berdekatan satu sama lain. Kalau untuk readingnya sendiri, mereka kadang malas membaca apalagi teksnya English semua juga kekurangan kosa kata sehingga kesulitan dalam memahami teks yang diberikan	Ada beberapa masalah yang ditemui para siswa seperti malas, kekurangan kosa kata, dan sulit memahami teks

3.	Metode apa yang ibu pakai untuk mengajar, khususnya reading?	<p>Saya tidak punya metode yang khusus dalam mengajar reading, paling saja jelaskan sedikit perintah dari teks tersebut lalu mereka cari artinya sendiri dikamus, biar mereka mandiri. Ya, kalau kata-kata yang dicari tidak ada dikamus baru saya bantu.</p>	Guru tidak memiliki teknik khusus reading dan lebih menekankan penggunaan kamus
4.	Materi yang diajarkan dikelas VIII ini apa saja ya bu?	<p>Recount teks, deskriptif, naratif dan masih ada lagi. Nanti bisa lihat disilabus K13</p>	Naratif teks merupakan salah satu materi yang diajarkan di kelas 8 dalam kurikulum K13
5.	Bagaimana pendapat ibu tentang strategi flip yang akan saya pakai ini?	<p>Menurut saya cukup menarik, siapa tau dengan menggunakan video mereka akan lebih tertarik lagi dengan bahasa inggris</p>	Guru merespos strategi flip dengan baik

Appendix 1b

The Result of Interview with Students at SMPN 1 Marga Sekampung

No	Questions	Answers	Conclusion
1.	Menurut kalian pelajaran yang susah itu pelajaran apa saja?	<p>Satrio : kalau aku gak suka bahasa inggris apalagi matematika itu susah banget</p> <p>Indri : aku suka semua kecuali penjaskes, matematika sama bahasa inggris aku gak bisa</p> <p>Ahmad : matematika sama IPS bikin ngantuk</p> <p>Ayu : matematika sama bahasa inggris susah terus ngebosenin</p> <p>Wati : penjaskes sama bahasa inggris</p> <p>Risky : matematika paling susah bikin pusing</p> <p>Aisyah : IPS, bahasa inggris gak ngerti artinya</p>	<p>Dari 10 siswa. 7 di antaranya menjawab bahwa bahasa inggris menjadi salah satu pelajaran yang sulit untuk mereka pahami</p>

		<p>Nur : agama bikin ngantuk</p> <p>Toni : banyak, terutama bahasa inggris sama matematika capek mikirnya</p> <p>Agus : agama ngebosenin, matematika rumit, bahasa inggris terlalu banyak yang gak ngerti artinya jadi males</p>	
2.	<p>Dalam bahasa inggris kalian belajar tentang teks narasi kan ? bagaimana guru kalian mengajar materi tersebut?</p>	<p>Satrio : Ya, awalnya suruh ubah ke bahasa Indonesia dulu baru jawab soal pakai kamus</p> <p>Indri : Ya, biasanya dijelasin susunan teksnya dulu terus di kasih waktu mengartikan pakai kamus</p> <p>Ahmad : Ya, ibu guru bakal jelasin, ngasih contoh, dan ngasih tugas diartiin pakai kamus</p>	<p>Guru hanya menggunakan metode sederhana yaitu menerangkan, memberi contoh, dan diberi tugas</p>

		<p>Ayu : Ya, menerangkan sedikit terus kasih contoh dan suruh analisis strukturnya kemudian mengerjakan tugas dan jawab soal-soal bisa pakai kamus</p> <p>Wati : Ya, diterangin dikit, terus disuruh baca giliran contohnya yang udah dikasih sambil ibu guru yang mengartikan</p> <p>Risky : materinya dijelaskan dikit sama contohnya, ditujuk giliran buat baca contohnya</p> <p>Aisyah : di suruh analisis susunan teksnya terus dibaca</p> <p>Nur : ngasih penjelasan dikit terus ngasih tugas dan cari artinya dulu</p>	
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		<p>dikamus</p> <p>Toni : diterangin dikit terus ngasih contoh dan dibacakan lalu ditirukan oleh semua siswa</p> <p>Agus : jelasin sedikit terus suruh baca contohnya dan dikasih tugas</p>	
3.	<p>Apa saja kesulitan kalian ketika belajar teks narasi?</p>	<p>Satrio : teksnya panjang kak, dan banyak gak ngerti kata-katanya</p> <p>Indri : males liat kamus kak, capek.</p> <p>Ahmad : menurutku gak terlalu susah soalnya aku sih suka baca-baca cerita</p> <p>Ayu : suka bingung kalau mengartikanya kak, karena kan aku biasanya liat kamus satu persatu katanya nah kadang kalau udah digabungkan</p>	<p>Kesulitan yang dihadapi siswa karena kurangnya kosa kata sehingga kesulitan mengartikan teks juga repot mencari kosa kata di kamus satu persatu</p>

		<p>itu aneh artinya</p> <p>Wati : teksnya panjang males ngapal kosa katanya kak terus kamusnya berat males bawanya</p> <p>Risky : aku suka bahasa inggris soalnya sering denger lagu-lagu bahasa inggris juga</p> <p>Aisyah : suka bingung kalau artiin satu-satu katanya</p> <p>Nur : kalau cerita-cerita bahasa inggris masih bisa nebak-nebak sih artinya jadi gak susah menurutku</p> <p>Toni : terlalu banyak kata-kata yang gak aku tau kak jadi udah males dulu liat tulisannya</p> <p>Agus : teks nya bikin pusing susah panjang-</p>	
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		panjang dan kadang kata-katanya ada yang gak ada di kamus	
4.	Apakah guru kalian menerangkan materi dengan sangat jelas?	<p>Satrio : jelas tapi kalau ketemu teks aku suka bingung menentukan topiknya</p> <p>Indri : masih ngambang, belum jelas banget</p> <p>Ahmad : jelas kok, tapi mesti diulang soalnya aku suka lupa</p> <p>Ayu : kurang jelas karena menerangkannya terlalu cepat. Belum bisa menentukan inti ceritanya</p> <p>Wati : waktu dijelaskan contohnya bareng-bareng aku mudeng, tapi pas sendiri agak sedikit bingung</p>	<p>Beberapa siswa memang sudah mengerti namun sebagian besar siswa masih bingung dengan penjelasan tentang rincian-rincian narrative text</p>

		<p>Risky : jelas kok, aku ngerti</p> <p>Aisyah : sebenarnya belum mudeng-mudeng banget tapi udah disuruh ngerjain soal</p> <p>Nur : kurang jelas karena cuman disuruh baca dan nentuin strukturnya aja. Bingung mencari pesan moralnya</p> <p>Toni : secara keseluruhan sih jelas</p> <p>Agus : jelas kok</p>	
5.	Apakah kalian mampu menjawab soal-soal tentang naratif teks seperti topic,	<p>Satrio : bisa sih nebak-nebak tapi banyak salahnya</p> <p>Indri : iya bisa cuman yang aku pikir bener ternyata salah. Soalnya kebanyakan mengecoh</p> <p>Ahmad : bisa sih bisa,</p>	<p>Sebagian para siswa mengaku kesulitan mengerjakan soal karena tidak mengerti dan jawabannya banyak mengecoh juga mereka malas mengartikannya dengan kamus</p>

	<p>pesan moral, alur dan lainnya?</p>	<p>cuman beberapa aja yang yakin</p> <p>Ayu : iya yang bisa ada yang nggak, karena kalau gak ngerti paling aku nebak. Itu juga kalau udah mepet gak sempet buka kamus</p> <p>Wati : iya bisa kalau gak bisa nanya temen karena malas buka kamus</p> <p>Risky : makan waktu sih buka kamus, tapi Alhamdulillah bisa kok jawabnya</p> <p>Aisyah : bisa kok pas jawabannya gak panjang-panjang</p> <p>Nur : bisa cuman kadang kurang teliti aja. Kayak soal yang ada kecualinya tapi aku gak merhatiin</p> <p>Toni : setelah baca</p>	
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		<p>Alhamdulillah bisa jawab soalnya walaupun agak lama buka kamusnya</p> <p>Agus : kadang aku malas pakai kamus kalau teksnya panjang, jadi nyari kalimat yang hampir mirip dan Alhamdulillah bisa sih jawabnya</p> 	
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Appendix 2a

VALIDATION FORM FOR READING COMPREHENSION TEST

PRE-TEST

Direction:

For each questions, please give your response by ticking (✓) a box representing your choice.

NO.	QUESTION	YES	NO	COMMENTS
1.	Apakah perintah pengerjaan sudah jelas?			
2.	Apakah alokasi waktu sudah cukup?			
3.	Apakah butir soal nomor 1, 20, 25, 34, 49 di table specification pre-test sudah sesuai dengan aspek <i>main idea</i> ?			
4.	Apakah butir soal nomor 5, 6, 50 di table specification pre-test sudah sesuai dengan aspek <i>Expressions/idiom/phrases in context</i> ?			
5.	Apakah butir soal nomor 4, 14, 21, 27, 30, 37, 38 di table specification pre-test sudah sesuai dengan aspek <i>Inference (implied detail)</i> ?			
6.	Apakah butir soal nomor 12, 13, 22, 29, 31, 32, 40, 46 di table specification pre-test sudah sesuai dengan aspek <i>Grammatical features</i>			
7.	Apakah butir soal nomor 2, 3, 10, 17, 18, 19			

	20, 26, 28, 33, 35, 43 di table specification pre-test sudah sesuai dengan aspek <i>Detail</i> ?			
8.	Apakah butir soal nomor 8, 9, 11, 16, 45, 47, 48 di table specification pre-test sudah sesuai dengan aspek <i>Excluding fact not written</i> ?			
9.	Apakah butir soal nomor 7, 15, 24, 44 di table specification pre-test sudah sesuai dengan aspek <i>Supporting idea</i> ?			
10.	Apakah butir soal nomor 23, 41, 42 di table specification pre-test sudah sesuai dengan aspek <i>Vocabulary in the context</i> ?			

General Comments:

Please give any general comment or suggestion you may have concerning this test development.

.....

Date,
 Validator

Siti Rokhayat, Amd.
 NIP. 196906092008012026

Appendix 2b

VALIDATION FORM FOR READING COMPREHENSION TEST POST-TEST

Direction:

For each questions, please give your response by ticking (✓) a box representing your choice.

NO.	QUESTION	YES	NO	COMMENTS
1.	Apakah perintah pengerjaan sudah jelas?			
2.	Apakah alokasi waktu sudah cukup?			
3.	Apakah butir soal nomor 2, 8, 15, 47, 49 di table specification post-test sudah sesuai dengan aspek <i>main idea</i> ?			
4.	Apakah butir soal nomor 34, 37, 39 di table specification post-test sudah sesuai dengan aspek <i>Expressions/idiom/phrases in context</i> ?			
5.	Apakah butir soal nomor 9, 10, 18, 27, 35, 42, 48 di table specification post-test sudah sesuai dengan aspek <i>Inference (implied detail)</i> ?			
6.	Apakah butir soal nomor 1, 5, 12, 16, 26, 32, 38, 45 di table specification post-test sudah sesuai dengan aspek <i>Grammatical features</i>			
7.	Apakah butir soal nomor 3, 4, 6, 14, 17, 21,			

	23, 28, 36, 33, 41, 44 di table specification post-test sudah sesuai dengan aspek <i>Detail</i> ?			
8.	Apakah butir soal nomor 7, 13, 19, 22, 30, 43 di table specification post-test sudah sesuai dengan aspek <i>Excluding fact not written</i> ?			
9.	Apakah butir soal nomor 11, 20, 24, 29, 46 di table specification post-test sudah sesuai dengan aspek <i>Supporting idea</i> ?			
10.	Apakah butir soal nomor 23, 41, 42 di table specification pre-test sudah sesuai dengan aspek <i>Vocabulary in the context</i> ?			

General Comments:

Please give any general comment or suggestion you may have concerning this test development.

.....

Date,
 Validator

Siti Rokhayat, Amd.
 NIP. 196906092008012026

Appendix 2c

Reading Comprehension Test

THE PRE TEST FOR EXPERIMENTAL AND CONTROL CLASS

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Waktu : 80 menit

Read the passage carefully then answer the questions by giving a cross mark (X) on the correct (A, B, C, or D)

Passage 1 (questions 1-6)

An Ant and A grasshopper

It was a hot summer day. A grasshopper was lying in the shade, relaxing from the heat of the sun when an ant passed by. The ant was dragging a huge seed in order to store it for the winter.

Just looking at the ant made the grasshopper feel tired. "Ant, why do you work all day long? Why don't you sit for a while and sing a song with me?" he asked, and he took out his violin. "I am gathering food for the winter when it will be cold and there will be no food. It would be a good idea if you did the same," the ant answered. "Oh Ant, why worry about the winter? There is plenty of food right now!" the grasshopper replied. The ant walked away with his load, leaving the grasshopper playing his violin and singing.

When the winter came the Grasshopper had no food and found itself starving out so he went to the ant. "Hello again, Ant! I came to sing you a song in return for some food." "All summer long I was working hard, while you were singing and laughing at me. As a result I have a full tummy now and you are hungry." While it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for days of need. ([http://taleswithgigi.com/tale/14/\(12/9/2018\)\)](http://taleswithgigi.com/tale/14/(12/9/2018))))

1. What is the topic of the passage?
 - A. The hard worker ant and lazy grasshopper
 - B. Clever ant and stupid grasshopper
 - C. Beautiful ant and ugly grasshopper
 - D. Kind ant and bad grasshopper

2. Why ants gather the food?
 - A. Because ants are hungry
 - B. Because ants will go far away
 - C. Because ants have to hide from the winter
 - D. Because ants want to prepare food for winter

3. Which statement is true according to the text?
 - A. The ants suggest grasshopper to gather the food for prepare the winter
 - B. The grasshopper is a good role model
 - C. The ant and grasshopper worked together to gather the food
 - D. The grasshopper prepared the food better than ants

4. found itself starving out. What does the underlined words mean?
 - A. Shy
 - B. Hunger
 - C. Difficulty
 - D. Trouble

5. What is the second paragraph tell about?
 - A. The grasshopper is play violin and sing
 - B. The grasshopper has refused ant's suggestion to gather the food
 - C. The ants have refused invitation of grasshopper to gather the food
 - D. They are gathering the food together for winter

6. According to the text, how about the attitude of grasshopper and ant?
 - A. Clever ant and stupid grasshopper
 - B. The hard worker ant and lazy grasshopper

- C. Kind ant and bad grasshopper
- D. Ugly grasshopper and beautiful ant

Passage 2 (questions 7-11)

A Lion and A Little Mouse

A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor Mouse. "Please let me go and someday I will surely repay you." The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.

Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free. "You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

(<http://www.read.gov/aesop/007.html>)

- 7. What is the purpose of text?
 - A. To entertain the readers
 - B. To persuade the readers that something should or should not be case
 - C. To inform the readers about the events that we can take a lesson
 - D. To explain something
- 8. From the text we learn that...
 - A. Do not look at someone because of his clothes
 - B. It is best for prepare for the day of necessity
 - C. Common people may prove great ones

D. Honestly begins at home

9. What is kind of the passage and tense that used?

- A. Explanation text and simple present C. Recount text and simple past
- B. Descriptive text and simple present D. Narrative text and simple past

10. How the lion can be free of the trap?

- A. The hunter felt guilty to lion
- B. The lion could be able to free himself by his fang
- C. The lion filled the forest with his angry roaring.
- D. The lion is helped by the little mouse



11. According to the text, how about the attitude of lion and mouse?

- A. An arrogant lion and a bad mouse C. An arrogant lion and a kind mouse
- B. A kind lion and a good mouse D. A kind lion and a bad mouse

Passage 3 (question 12-15)

The Mouse Deer and Some Crocodiles

Once upon a time, there lived a Mouse Deer in the jungle. One day, the Mouse Deer saw fruits on the other side of the river. Mouse Deer wanted to cross the river. He wanted to eat the tasty fruits but there are many crocodiles in the river. Mouse Deer didn't want Crocodile to eat him first! Then, Mouse Deer had an idea.

He called out, "Hey Crocodile!", "The King wants to know the number of crocodiles in this river.", "You must line up from this side of the river to the other side." So, all the crocodiles line up in a row for the Mouse Deer to count them. The Mouse Deer jumps from one crocodile to another and counts the number loudly, "One, two, three" until the last crocodile, "Ten".

Finally, the Mouse Deer reaches the other side of the river safely. The crocodile feels very angry because they cannot eat the Mouse Deer.

(<https://www.slideshare.net/brucecrl/the-mousedeer-and-the-crocodile>)

12. Why the Mouse Deer wanted to cross the river?

- A. To eat the fruits.
- B. To count how many crocodiles
- C. to walk around
- D. to run away from crocodiles

13. How is the end the story above?

- A. The crocodiles cannot eat the mouse deer and mouse deer won't cross river
- B. The mouse deer falls in the river and it is eaten by crocodiles
- C. The crocodiles can eat the mouse deer and mouse deer won't cross river
- D. The mouse deer successfully cross the river then crocodiles angry with it

14. Then, Mouse Deer had an idea. What is tense of the sentence?

- A. Past tense
- B. Simple present
- C. Perfect tense
- D. Future tense

15. Where is the supporting idea?

- A. First paragraph
- B. Third paragraph
- C. Second paragraph
- D. Second and Third paragraph

Passage 4 (questions 16-18)

The Thirsty Crow

It was a hot summer's day. A thirsty crow flew into a village in search of water. The crow flew over the houses, fields, and trees. But he didn't find any water. After a long time, he came across a farm. Under one of the trees on the farm was a pitcher of water.

Happy that he found some water finally, he swooped down to the tree and then down to the ground. He quickly moved towards the pitcher and looked inside. There was very little water in the pot. The crow put his beak inside the pitcher but could not reach the water. The water level was too low, and the narrow opening prevented his neck from going all the way down.

He tried to push the vessel down to let the water out, but it was too heavy. The crow was disappointed. He was really thirsty and needed a drink of water badly. He could have given up and flown to another farm, looking for water. But he didn't. Instead, he looked around and thought, "What else can I do?" He saw that there were a lot of pebbles on the farm. And, he had an idea!

He collected a pebble and put it into the pitcher. He collected another pebble and another and put them all in the pitcher. As he added more and more stones, the water level came up to the brim. The crow drank the water and flew back home happily (https://www.momjunction.com/articles/thirsty-crow-short-story-kids_0077272/#gref)

16. What is the title for the text, except the thirsty crow?

- | | |
|---|-------------------------|
| A. The hot summer day | C. The clever crow |
| B. How to drink the little water in the pot | D. The hard worker crow |

17. What did the crow looking for?

- | | |
|----------|----------|
| A. Food | C. Fruit |
| B. Water | D. Home |

18. How the crow successful to drink water in the pot?

- A. He collected some pebbles around the pitcher
- B. He collected some pebbles and put it into the pitcher
- C. He collected a pebble and put it into the ground
- D. He collected a pebble and put it into the pitcher

Passage 5 (questions 19-23)

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word.

At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say CATANO, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you! (*sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara online on: <http://ikaprasyawatie.blogspot.com/2014/08/contoh-soal-narrative-teks-untuk-smp.html>*)

19. What is the story about?

- A. A parrot and a cat
- B. A parrot and a chicken
- C. A parrot and the owner
- D. A parrot, the owner, and chickens

20. What is the word that the parrot cannot say?

- A. Tacano
- B. Catano
- C. Canato
- D. Nacato

21. What does the man do to the bird because the bird cannot say the name of a place...?

- A. The man ate the bird.
- B. The sold the bird.
- C. The man killed the bird.
- D. The man taught the bird.

22. "The parrot was very, very smart" The word 'smart' means

- A. Stupid
- B. Clever
- C. Stubborn
- D. Beautiful

23. "The parrot was screaming at the fourth chickens"

What does the underlined word mean?

- A. Shouting
- B. Crying
- C. Smiling
- D. Laugh

Passage 6 (question 24-25)

The Peacock and Crane

The peacock went to the riverside for some water when he suddenly saw a strange but beautiful bird. "who is that? A long neck and cool legs! It looks quite elegant but I don't like the feathers though." Thought the peacock to himself. The peacock thought of starting a conversation with this strange looking but and soon went near her.

The peacock said, "Hi! Who are you? I have never seen you around!" to this, the strange bird said, "I am a crane!" the peacock introduce himself to the crane and started to show off. "I am a peacock! I have feathers that are shiny and gorgeous." The crane immediately understood what the peacock was trying to do. "Oh right! They look good," said the crane and she walked along the river.

The arrogant peacock who was now becoming very furious of crane's behavior spread his colorful feathers. "Look at these colors of the rainbow on my feathers. "What's wrong with yours? They look gray and dusty" said the peacock. "Yes, you are very beautiful. But I don't envy you at all," replied the crane. "What? Don't lie! How could you not envy these beautiful feathers?" asked the peacock angrily."

"I can fly up into the sky with my wings. I travel around the world and go wherever I want," said the crane happily. "What can you do with those feathers? Grooming and showing off! What else can you do? It seems you look good on the outside but n inside." She asked the peacock. The peacock felt so ashamed that he folded his feathers. (<https://www.bedtimeshortstories.com/the-peacock-and-the-crane>)



24. What is used in the text above?

- | | |
|------------------------------------|-------------------------------------|
| A. Simple past and present tense | C. Simple past perfect and future |
| B. Simple future and present tense | D. Simple perfect and present tense |

25. What the meaning of "show off"? (at paragraph 2)

- | | |
|---------------|---------------|
| A. Arrogant | C. Kindly |
| B. Bad manner | D. Warm heart |

Appendix 2d

Answer Key

1. A	11. C	21. D
2. D	12. A	22. B
3. A	13. D	23. A
4. B	14. A	24. A
5. B	15. C	25. A
6. B	16. C	
7. C	17. B	
8. C	18. B	
9. D	19. C	
10. D	20. B	



Appendix 2e

Reading Comprehension Test

THE POST-TEST FOR EXPERIMENTAL AND CONTROL CLASS

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Waktu : 80 menit

Read the passage carefully then answer the questions by giving a cross mark (X) on the correct (A, B, C, or D)

Passage 1 (questions 1-5)

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants. The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

(Sumber: <https://englishahkam.blogspot.com/2013/05/contoh-soal-narrative-text-dan-jawaban.html?m=1>)

1. What is the topic of the passage?
 - A. Respect and help each other
 - B. Forget the past and life for the future
 - C. Do not look at people from their body
 - D. Do not underestimate others

2. What destroyed the homes of all rats?
 - A. a group of mice did
 - B. the hunter did
 - C. elephant-hunter did
 - D. a group of elephant did

3. What helped the elephant's herd free?
 - A. the elephant-hunter did
 - B. the hunters did
 - C. the trapped elephants did
 - D. entire group of rats did

4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
 - A. Identification
 - B. Orientation
 - C. Complication
 - D. Resolution

5. At the end of the story, how was the elephant's herd?
 - A. angry
 - B. disappointed
 - C. happy
 - D. dead

Passage 2 (questions 6-7)

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of

the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well."

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man. (Sumber: <http://abidtinfaz.blogspot.com/2015/01/soal-bahasa-inggris-narrative-text-dan.html?m=1>)

6. "The goat did as he was asked" (Paragraph 3) What does the above sentence mean?
- A. The goat drank enough and looked around.
 - B. The goat called out loudly after the fox got out.
 - C. The goat waited someone who might help him.
 - D. The goat stood on his hint legs and put his forelegs against the side of the well.
7. "Come down and try it yourself." (Paragraph 1). The underlined word refers to
- A. Goat
 - B. Fox
 - C. Life
 - D. water

Passage 3 (questions 8-10)

Once, a lion, a fox, a jackal and a wolf went hunting together. They looked for their prey and killed a deer. After they discussed their death prey, the lion asked to divide the deer into four equal shares. Then, the other three animals skinned and cut it into four.

Just when each animal was about to take his portion, the lion stopped them. “Wait” roared the lion. “Since I am a member of this hunting party, the first quarter would be mine. Then, as I am also the king of beasts, I am to receive the second share. Since I am known for my courage and strength, I am to receive the third share. As for the fourth share, if you wish to argue with me about its ownership, let’s begin, and we will see who will get it”.

The wolf got angry but the lion was ready. So, he raised his mighty paw and struck the wolf on the head. The wolf’s skull was cracked and he died at the same moment. The jackal ran, once he saw the tragedy. He thought of a bad fate that may happened to him.

“Hump”, grumbled the fox as he walked away with his tail between his legs, but he spoke in a low grow. “You wanted to share all the hard work but keep all the meat to yourself”.

(Sumber:https://www-itapuih-com.cdn.ampproject.org/v/s/www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html?amp_js_v=a2&_gsa=1&usqp=mq331AQCCAE%3D#aoh=15564037819843&csi=1&referrer=https%3A%2F%2Fwww.google.com&_tf=Dari%20%251%24s&share=https%3A%2F%2Fwww.itapuih.com%2F2018%2F01%2Fkumpulan-soal-narrative-text-smp-dan.html)

8. Why the wolf was angry?
 - A. The jackal ran at once after he saw the tragedy
 - B. The lion wanted all of the meat for himself
 - C. The lion divided the deer into four equal
 - D. The fox walked away from the team
9. What can we learn from the story?
 - A. Do not believe in a greedy and mean leader
 - B. Follow your leader if you want to succeed
 - C. Lion always become king of all animals
 - D. All animals are afraid of the lion

10. What is the purpose of text?

- A. To explain something
- B. To inform the readers about the events that we can take a lesson
- C. To persuade the readers that something should or should not be case
- D. To entertain the readers

Passage 4 (question 11-14)

The Crow and The Oyster

A hungry crow saw an oyster on the beach ore day. He wanted to eat the tasty meat inside the shell, so he tried to open the oyster. First, he used his beak, but he could not open the shell. Then, he hit it with a stone, but the shell stayed tightly shut. He even jumped up and down on the oyster, but still he could not open it.

Another crow came by. He saw what the first crow was trying to do and said, "My friend, may I offer you some good advice? I suggest that you pick up the oyster in your beak, fly high into the air, and then drop the oyster onto the wide rock below. The oyster shell will break open and you will be able to have your meal."

The hungry crow thought that it was a very good idea. He picked up the oyster with his beak, and then he flew as high as he could. When he was sure that he was high enough, he dropped the oyster onto a wide rock far below.

The oyster shell broke wide open. However, the other crow was waiting nearby, and he reached the broken oyster first. He enjoyed a tasty meal, while the hungry crow had nothing to eat.

(Sumber: https://www-itapuih-com.cdn.ampproject.org/v/s/www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html?amp_js_v=a2&_gsa=1&usqp=mq331AQCCAE%3D#aoh=15564037819843&csi=1&referrer=https%3A%2F%2Fwww.google.com&_tf=Dari%20%251%24s&share=https%3A%2F%2Fwww.itapuih.com%2F2018%2F01%2Fkumpulan-soal-narrative-text-smp-dan.html)

11. What is the purpose of text?

- A. To entertain the readers
- B. To persuade the readers that something should or should not be case
- C. To inform the readers about the events that we can take a lesson
- D. To explain something

12. the other crow was waiting nearby, (paragraph 4). _The underlined word mean?

- A. Closely
- B. Far away
- C. Openly
- D. Open

13. What is second paragraph tell about?

- A. The crow thought how to eat oyster
- B. The crow agree with suggestion of his friend
- C. The crow feel happy because he can eat the oyster
- D. The crow tried to fall the oyster on the rock

14. What is the moral value of the story?

- A. Do not fly high on the sky
- B. It is not easy to fool anybody
- C. Always trust people who offer help
- D. Do not be fooled by people who offer help

Passage 5 (question 15-17)

Two frogs had lived in a village all their lives. They thought they would like to go and see the big city that was about ten miles away. They talked about it for a long time and at last they set off to the city.

It was a hot day, and they soon began to feel tired. They had only gone a little way when one said to the other, "we must be nearly there, can you see the city?" "No," said the other frog, "but if I climb on your back I might be able to see it." So he climbed up on the back of the other frog to see the city.

Now when the frog put up his head, his eyes could only see what was behind. And not what was in the front. So he saw the village they had just left. "Can you see the city?" asked the frog who was below. "Yes," answered the frog who had climbed up. "I can see it. It looks just like our village."

Then the frogs thought that it was not worthwhile going any further. They went back and told the frogs in the village that they had seen the city, and it was just like theirs.

(Sumber: https://www-itapuih-com.cdn.ampproject.org/v/s/www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html?amp_js_v=a2&_gsa=1&usqp=mq331AQCCAE%3D#aoh=15564037819843&csi=1&referrer=https%3A%2F%2Fwww.google.com&_tf=Dari%20%251%24s&share=https%3A%2F%2Fwww.itapuih.com%2F2018%2F01%2Fkumpulan-soal-narrative-text-smp-dan.html)

15. What is the purpose of text?

- A. To inform the readers about the events that we can take a lesson
- B. To persuade the readers that something should or should not be case
- C. To explain something
- D. To entertain the readers

16. What is second paragraph tell about?

- A. The challenge journey of two frog
- B. The frogs tried to see the city
- C. The frogs decided to go home
- D. The frogs feel see the city

17. What type of text is the above text?

- | | |
|-------------------|----------------------|
| A. a mystery text | C. a recount text |
| B. a legend text | D. an narrative text |

Passage 6 (question 18-22)

The Wolf and The Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground." "No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area." "No, Thank you," said the goat. "But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is My dinner you are worrying about and not your own?"

(Sumber:https://www-itapuih-com.cdn.ampproject.org/v/s/www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html?amp_js_v=a2&_gsa=1&usqp=mq331AQCCAE%3D#aoh=15564037819843&csi=1&referrer=https%3A%2F%2Fwww.google.com&_tf=Dari%20%251%24s&_share=https%3A%2F%2Fwww.itapuih.com%2F2018%2F01%2Fkumpulan-soal-narrative-text-smp-dan.html)

18. What the meaning of "*smacked*" in the second sentence?

- | | |
|----------|---------|
| A. Hit | C. Lick |
| B. Punch | D. Bite |

19. What type of text is the above text?

- | | |
|-------------------|-----------------------|
| A. a recount text | C. a narrative text |
| B. a legend text | D. an expository text |

20. "Aren't you cold up there in the wind?" The word 'there' refers to

- | | |
|-------------------|-----------|
| A. A high cliff | C. Grass |
| B. Sheltered area | D. Ground |

21. What is second paragraph tell about?

- A. Wolf wants to be goat's friend
- B. Wolf tried to persuade goat to down
- C. Wolf wants eat grass with goat
- D. Goat tried to down from cliff

22. What can we learn from the story above?

- A. Don't look down to other creatures
- B. Don't easily believe in well behaved creatures
- C. Don't judge others by their appearance
- D. Don't easily beat other creatures

Passage 7 (question 23-25)

An ant nimbly running in search of food came across a chrysalis that was close its time to change. The chrysalis moved and this attracted the attention of the ant who for the first time realized that it was a living thing.

"Poor, pitiable animal!" cried the ant disdainfully "What a sad fate is yours! While I can run with my pleasure, you lie imprisoned here in your shell". The chrysalis heard all this, but did not try to make any reply.

After a few days, when the ant passed that way again, nothing but the shell remained. Wondering what had happened to its content, he felt himself suddenly shaded and fanned by the gorgeous wings of a beautiful butterfly. "Behold in me," said the butterfly, "your much pitied friend!" So the butterfly rose in the air and lost in the summer breeze.

(Sumber: https://www-itapuih-com.cdn.ampproject.org/v/s/www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html?amp_js_v=a2&_gsa=1&usqp=mq331AQCCAE%3D#aoh=15564037819843&csi=1&referrer=https%3A%2F%2Fwww.google.com&_tf=Dari%20%251%24s&share=https%3A%2F%2Fwww.itapuih.com%2F2018%2F01%2Fkumpulan-soal-narrative-text-smp-dan.html)

23. What happened to the chrysalis after few days?

- A. The chrysalis had gone from the shell
- B. The chrysalis had become a butterfly
- C. The ant felt sad about chrysalis death
- D. The ant felt happy for the butterfly

24. What type of text is the above text?

- | | |
|-----------------------|---------------------|
| A. an expository text | C. a recount text |
| B. a description text | D. a narrative text |

25. What is the main idea of the first paragraph?

- A. The ant was feeling sorry for the chrysalis
- B. Chrysalis is an animal
- C. The chrysalis lie imprisoned
- D. The ant goes around to have fun

Appendix 2f

Answer Key

11. A	11. C	21. B
12. D	12. A	22. B
13. D	13. B	23. B
14. B	14. D	24. D
15. C	15. A	25. A
16. D	16. B	
17. D	17. D	
18. B	18. C	
19. A	19. C	
20. B	20. A	

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SILABUS

Nama Sekolah : SMPN 1MARGA SEKAMPUNG
Mata Pelajaran : Bahasa Inggris
Kelas : VIII

Kompetensi Inti :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Memahami fungsi sosial, struktur teks, dan unsur	Teks naratif, berbentuk fabel pendek	Mengamati <ul style="list-style-type: none">Siswa menyalin dengan tulisan tangan yang rapi	KRITERIA PENILAIAN <ul style="list-style-type: none">Tingkat	16 JP	<ul style="list-style-type: none">Buku Teks wajib

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	<p>dan sederhana</p> <p>Fungsi sosial</p> <p>Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).</p> <p>b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.</p> <p>c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)</p> <p>d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi)</p>	<p>beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut..</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa 	<p>pemahaman fungsi sosial teks naratif berbentuk fabel, pendek dan sederhana.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan pemahaman isi pesan fabel. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan fabel. 		<ul style="list-style-type: none"> Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.da

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dengan bahagia atau sedih</p> <p>e. Memberikan alasan atau komentar umum (reorientasi), opsional.</p> <p>Unsur kebahasaan</p> <p>(1) Tata bahasa: Simple Past tense, Past Continuous Tense</p> <p>(2) Kalimat langsung dan tidak langsung</p> <p>(3) Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh</p> <p>(4) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(5) Adverbia dan frasa preposisional penunjuk waktu: <i>a long time ago, one</i></p>	<p>mencari dan mengumpulkan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel. Siswa membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks tokoh, tempat, waktu, terjadinya cerita krisis yang terjadi terhadap tokoh akhir cerita di mana 	<p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Menganalisis isi pesan fabel.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel pendek dan sederhana. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. 		<p>ilyenglis h.com</p> <p>- http://america.nenglis.h.state.gov/files/ae/resource_files</p> <p>- http://learnenglish.britishcouncil.org/en/</p> <p>- https://www.google.com/</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>day, in the morning, the next day, immediately, dsb.</i></p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>krisis berakhir</p> <ul style="list-style-type: none"> - komentar atau penilaian umum tentang fabel (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca. 	<p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis fabel, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca teks yang menuntut pemahaman tentang fabel.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan hasil analisis tentang beberapa fabel yang telah dibuat. • Lembar soal dan hasil tes 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb. Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			

Lampung Timur, 2019

Mengetahui,
Guru Mata Pelajaran

Peneliti

Siti Rokhayat, Amd.
NIP. 196906092008012026

Rini Oktiyani
NPM. 1511040323

Kepala Sekolah,



Fajar Mundoko S.Pd.Ing
NIP. 197411052003121002

Appendix 3b

Lesson Plan for Experimental Class

- **Before treatments**

R ENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMPN 1 MARGA SEKAMPUNG
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2 (genap)
Tahun pelajaran	: 2018/2019
Alokasi Waktu	: 1 JP (40 menit)

A. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya

- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan konteks penggunaannya

C. Indikator Pencapaian Kompetensi

1. Membaca fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
3. Memahami isi dari teks naratif
4. Menarik/menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana dengan konteks penggunaannya

D. Tujuan Pembelajaran

Dengan berdiskusi dan menggali informasi peserta didik dapat :

1. Membaca teks naratif lisan dan tulis pendek dan sederhana dengan rasa ingin tahu
2. Menganalisa teks naratif lisan dan tulis pendek dan sederhana dengan teliti
3. Memahami teks naratif lisan dan tulis pendek dan sederhana dengan mandiri
4. Mampu menarik/menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana dengan tepat

E. Materi Pembelajaran

1. Pengertian Naratif Teks

Narrative text is terms of the recounting of a series of events and the establishing of some (causal/temporal) relation between them. Contohnya: *Mousedeer and Crocodile* (Kancil dan Buaya) dan *A Lion and Little Mouse*

2. Beberapa Ciri-Ciri Naratif Teks

- a. Menggunakan *Action Verbs* (kata kerja aksi)
- b. Menggunakan *Temporal connectives* (kata penghubung), contohnya: *then, and, after*
- c. Berbentuk kalimat *Past Tense* (S+V2 / masa lampau)
- d. Menggunakan kata kerja secara metafora, contohnya: *Words were flying everywhere.*

3. Macam-Macam Naratif Teks

Macam-macam naratif teks yaitu realistic fiction (cerita khayalan tentang dunia nyata), fantasy (cerita imajinasi), fairytales (dongeng), folktales (cerita rakyat), mysteries (misteri), humor (cerita jenaka), historical fiction (sejarah fiksi), plays (monolog), real-life adventures (cerita petualangan), and fables (cerita binatang)

4. Fungsi sosial

- a. Media penghibur
- b. Media untuk perubahan pendapat social/pandangan masyarakat dan perilaku lewat pesan moral yang disampaikan

5. Generic Structure of Narrative Teks

- a. *Exposition / Orientation* adalah bagian pengenalan tokoh, waktu dan alur cerita
- b. *Rising action / Complication* adalah bagian munculnya masalah dalam cerita
- c. *Crisis / Climax* adalah bagian puncak dari permasalahan
- d. *Falling action / Resolution* adalah bagian penyelesaian dan penjas cerita

F. Model Pembelajaran

Model pembelajaran: *Flipped Classroom Model*

G. Kegiatan Pembelajaran

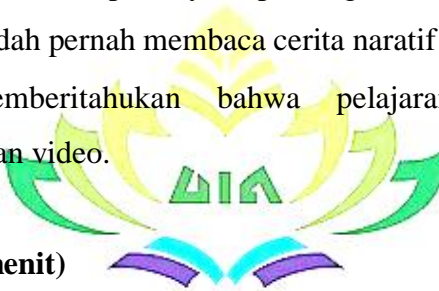
a) Pendahuluan/ Kegiatan Awal (5 menit)

1. Seorang siswa memimpin teman-temannya berdoa
2. Guru memeriksa kehadiran para siswa

b) Kegiatan Inti (30 menit)

a. Mengamati (10 menit)

- Guru memberikan pertanyaan pancingan untuk mengetahui apakah mereka sudah pernah membaca cerita naratif yang akan diberikan
- Guru memberitahukan bahwa pelajaran selanjutnya akan memerlukan video.



b. Menanya (5 menit)

- Siswa mempertanyakan tentang tugas tersebut.

c. Mengumpulkan Informasi (5 menit)

- Siswa menerima video yang akan dibahas dipertemuan berikutnya.

d. Mengasosiasi (5 menit)

- Guru menghimbau agar para siswa benar-benar berusaha memahami cerita dalam video tersebut.

e. Mengkomunikasikan (5 menit)

- Siswa memperoleh balikan (*feedback*) dari guru.
- Guru memperjelas tugas mereka berkaitan video tersebut.

c) Penutup (5 menit)

1. Peserta didik menyimpulkan tugas apa yang harus mereka lakukan.
2. Guru juga membantu dan menambahkan kesimpulan jika dianggap masih kurang.
3. Ketua kelas memimpin temannya berdoa untuk mengakhiri

pembelajaran dengan menggunakan Bahasa Indonesia yang baik dan benar.

H. Alat/Bahan dan Media Pembelajaran

1. Media/alat : Marker
2. Bahan dan sumber : Video “The Monkey and the Dolphin”, buku ajar bahasa inggris VIII, internet dan Youtube

Mengetahui,
Guru Mata Pelajaran



2019

Siti Rokhayat, Amd.
NIP. 196906092008012026

Rini Oktiyan
NPM. 1511040323

Kepala Sekolah,

Fajar Mundoko S.Pd.Ing
NIP. 197411052003121002

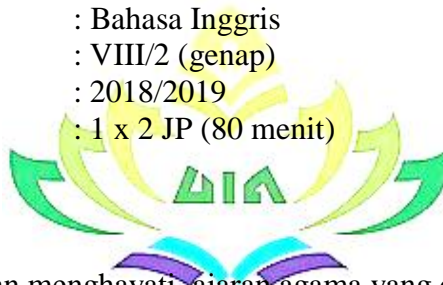
Appendix 3b

Lesson Plan for Experimental Class

- First meeting

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMPN 1 MARGA SEKAMPUNG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2 (genap)
Tahun pelajaran : 2018/2019
Alokasi Waktu : 1 x 2 JP (80 menit)



A. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

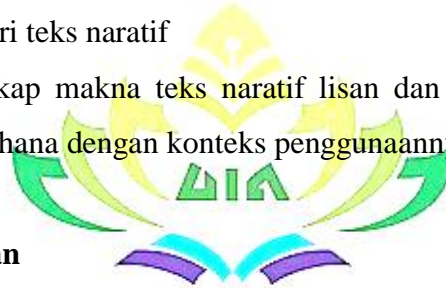
B. Kompetensi Dasar

- 3.15. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya

- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan konteks penggunaannya

C. Indikator Pencapaian Kompetensi

1. Membaca fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
3. Memahami isi dari teks naratif
4. Menarik/menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana dengan konteks penggunaannya



D. Tujuan Pembelajaran

Dengan berdiskusi dan menggali informasi peserta didik dapat :

1. Membaca teks naratif lisan dan tulis pendek dan sederhana dengan rasa ingin tahu
2. Menganalisa teks naratif lisan dan tulis pendek dan sederhana dengan teliti
3. Memahami teks naratif lisan dan tulis pendek dan sederhana dengan mandiri
4. Mampu menarik/menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana dengan tepat

E. Materi Pembelajaran

1. Pengertian Naratif Teks

Narrative text is terms of the recounting of a series of events and the establishing of some (causal/temporal) relation between them. Contohnya: *Mousedeer and Crocodile* (Kancil dan Buaya) dan *A Lion and Little Mouse*

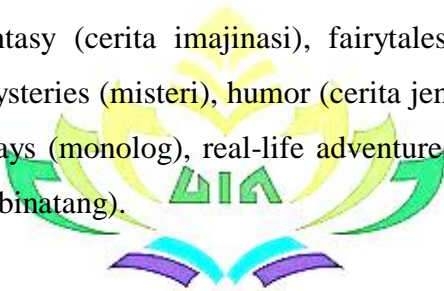
2. Beberapa Ciri-Ciri Naratif Teks

- a. Menggunakan *Action Verbs* (kata kerja aksi)

- b. Menggunakan *Temporal connectives* (kata penghubung), contohnya: *then, and, after*
- c. Berbentuk kalimat *Past Tense* (S+V2 / masa lampau)
- d. Menggunakan kata kerja secara metapora, contohnya: *Words were flying everywhere.*

3. Macam-Macam Naratif Teks

Macam-macam naratif teks yaitu realistic fiction (cerita khayalan tentang dunia nyata), fantasy (cerita imajinasi), fairytales (dongeng), folktales (cerita rakyat), mysteries (misteri), humor (cerita jenaka), historical fiction (sejarah fiksi), plays (monolog), real-life adventures (cerita petualangan), and fables (cerita binatang).



4. Fungsi sosial

- a. Media penghibur
- b. Media untuk perubahan pendapat social/pandangan masyarakat dan perilaku lewat pesan moral yang disampaikan

5. Generic Structure of Narrative Teks

- a. *Exposition / Orientation* adalah bagian pengenalan tokoh, waktu dan alur cerita
- b. *Rising action / Complication* adalah bagian munculnya masalah dalam cerita
- c. *Crisis / Climax* adalah bagian puncak dari permasalahan
- d. *Falling action / Resolution* adalah bagian penyelesaian dan penjas cerita

Example of Fable

The Monkey and the Dolphin

A sailor, bound on a long voyage, took with him a Monkey to amuse him while on shipboard. As he sailed off the coast of Greece, a violent tempest arose in which the ship was wrecked and he, his Monkey, and all the crew were obliged to swim for their lives.

orientation

A Dolphin saw the Monkey contending with the waves, and supposing him to be a man (whom he is always said to befriend), came and placed himself under him, to convey him on his back in safety to the shore.

complication

When the Dolphin arrived with his burden in sight of land not far from Athens, he asked the Monkey if he were an Athenian. The latter replied that he was, and that he was descended from one of the most noble families in that city. The Dolphin then inquired if he knew the Piraeus (the famous harbor of Athens). Supposing that a man was meant, the Monkey answered that he knew him very well and that he was an intimate friend.

climax

The Dolphin, indignant at these falsehoods, dipped the Monkey under the water and drowned him. (www.aesopfable.com)

resolution

F. Model Pembelajaran

Model pembelajaran: *Flipped Classroom Model*

G. Kegiatan Pembelajaran

1. Pertemuan Pertama

a) Pendahuluan/ Kegiatan Awal (10 menit)

1. Seorang siswa memimpin teman-temannya berdoa
2. Guru memeriksa kehadiran para siswa
3. Guru menyampaikan apa saja materi-materi pembelajaran untuk pertemuan hari ini
4. Brainstorming

b) Kegiatan Inti (55 menit)

a. Mengamati (20 menit)

- Guru menjelaskan materi naratif teks
- Lalu, guru membahas video yang sudah siswa tonton di rumah
- Guru memberikan teks terkait video yang sudah mereka tonton
- Guru memberikan teks terkait video yang sudah mereka tonton
- Kemudian, guru membagi siswa dalam beberapa kelompok (3-4 siswa)

b. Menanya (5 menit)

- Mengajukan pertanyaan tentang apa yang mereka tahu tentang teks naratif tersebut
- Dengan bimbingan dan arahan guru siswa mempertanyakan tentang cerita fabel tersebut.
- Peserta didik bertanya tentang fungsi sosial, struktur kalimat dan unsur kebahasaan teks naratif.

c. Mengumpulkan Informasi (15 menit)

- Siswa membaca rincian informasi teks fabel tersebut.
- Masing-masing kelompok berdiskusi tentang informasi serta *generic structure* yang terdapat dalam teks.

d. Mengasosiasi (5 menit)

- Siswa menceritakan kembali teks naratif berbentuk fabel yang dibacanya/di dengarnya .

e. Mengkomunikasikan (10 menit)

- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca.
- Peserta didik berdiskusi untuk menarik kesimpulan tentang materi teks naratif

c) Penutup (15 menit)

1. Peserta didik menyimpulkan materi pembelajaran yang telah dipelajari.
2. Guru juga membantu dan menambahkan kesimpulan jika dianggap masih kurang.
3. Penilaian
4. Guru memberitahu sekilas materi dipertemuan berikutnya
5. Ketua kelas memimpin temannya berdoa untuk mengakhiri pembelajaran dengan menggunakan Bahasa Indonesia yang baik dan benar.



H. Alat/Bahan dan Media Pembelajaran

1. Media/alat : *Slide power point* yang berisikan materi pembelajaran tentang fungsi social, struktur kalimat dan unsur kebahasaan tentang naratif teks, papan tulis, dan spidol
2. Bahan dan sumber : video “The Monkey and the Dolphin”, buku ajar bahasa inggris VIII, internet dan Youtube

I. Penilaian Pembelajaran

Teknik penilaian: test tertulis

Skor maksimal = $\frac{\text{Nilai yang diperoleh}}{\text{Jumlah soal}} \times 100 =$

Lampung Timur, 2019

Mengetahui,
Guru Mata Pelajaran

Peneliti

Siti Rokhayat, Amd.
NIP. 196906092008012026

Rini Oktiyani
NPM. 1511040323



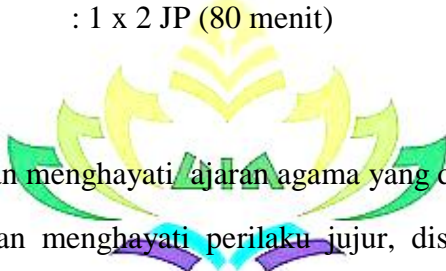
Lesson Plan for Experimental Class

- second meeting

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMPN 1 MARGA SEKAMPUNG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2 (genap)
Tahun pelajaran : 2018/2019
Alokasi Waktu : 1 x 2 JP (80 menit)

A. Kompetensi Inti

- 
- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.16. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan konteks penggunaannya

C. Indikator Pencapaian Kompetensi

1. Membaca fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
3. Memahami isi dari teks naratif
4. Menarik/menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana dengan konteks penggunaannya

D. Tujuan Pembelajaran

Dengan berdiskusi dan menggali informasi peserta didik dapat :

- a. Membaca teks naratif lisan dan tulis pendek dan sederhana dengan rasa ingin tahu
- b. Menganalisa teks naratif lisan dan tulis pendek dan sederhana dengan teliti
- c. Memahami teks naratif lisan dan tulis pendek dan sederhana dengan mandiri
- d. Mampu menarik/menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana dengan tepat

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1. Pengertian Naratif Teks

Narrative text is terms of the recounting of a series of events and the establishing of some (causal/temporal) relation between them. Contohnya: *Mousedeer and Crocodile* (Kancil dan Buaya) dan *A Lion and Little Mouse*

2. Beberapa Ciri-Ciri Naratif Teks

- a. Menggunakan *Action Verbs* (kata kerja aksi)
- b. Menggunakan *Temporal connectives* (kata penghubung), contohnya: *then, and, after*
- c. Berbentuk kalimat *Past Tense* (S+V2 / masa lampau)

- d. Menggunakan kata kerja secara metapora, contohnya: *Words were flying everywhere.*

3. Macam-Macam Naratif Teks

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4. Fungsi sosial

- b. Media penghibur
- c. Media untuk perubahan pendapat social/pandangan masyarakat dan perilaku lewat pesan moral yang disampaikan

5. Generic Structure of Narrative Teks

- a. *Exposition / Orientation* adalah bagian pengenalan tokoh, waktu dan alur cerita
- b. *Rising action / Complication* adalah bagian munculnya masalah dalam cerita
- c. *Crisis / Climax* adalah bagian puncak dari permasalahan
- d. *Falling action / Resolution* adalah bagian penyelesaian dan penjelasan cerita

Example of Fable

The Dog and the Wolf

A gaunt Wolf was almost dead with hunger when he happened to meet a House-dog who was passing by. "Ah, Cousin," said the Dog. "I knew how it would be; your irregular life will soon be the ruin of you. Why do you not work steadily as I do, and get your food regularly given to you?"

orientation

"I would have no objection," said the Wolf, "if I could only get a place."

"I will easily arrange that for you," said the Dog; "come with me to my master and you shall share my work."

complication

So the Wolf and the Dog went towards the town together. On the way there the Wolf noticed that the hair on a certain part of the Dog's neck was very much worn away, so he asked him how that had come about.

climax

"Oh, it is nothing," said the Dog.

"That is only the place where the collar is put on at night to keep me chained up; it chafes a bit, but one soon gets used to it."

"Is that all?" said the Wolf. "Then good-bye to you, Master Dog."

resolution

(www.aesopfable.com)

F. Model Pembelajaran

Model pembelajaran: *Flipped Classroom Model*

G. Kegiatan Pembelajaran

1. Pertemuan Kedua

a) Pendahuluan/ Kegiatan Awal (10 menit)

1. Seorang siswa memimpin teman-temannya berdoa
2. Guru memeriksa kehadiran para siswa
3. Guru menyampaikan apa saja materi-materi pembelajaran untuk pertemuan hari ini
4. Brainstorming

b) Kegiatan Inti (55 menit)

a. Mengamati (20 menit)

- Guru mereview materi pembelajaran pada pertemuan terakhir
- Lalu, guru membahas video yang sudah siswa tonton di rumah
- Guru memberikan teks terkait video yang sudah mereka tonton
- Kemudian, guru membagi siswa dalam beberapa kelompok (3-4 siswa)

b. Menanya (5 menit)

- Mengajukan pertanyaan tentang apa yang mereka tahu tentang teks naratif tersebut
- Dengan bimbingan dan arahan guru siswa mempertanyakan tentang cerita fabel tersebut.
- Peserta didik bertanya tentang fungsi sosial, struktur kalimat dan unsur kebahasaan teks naratif.

c. Mengumpulkan Informasi (15 menit)

- Siswa membaca rincian informasi teks fabel tersebut.
- Masing-masing kelompok berdiskusi tentang informasi serta *generic structure* yang terdapat dalam teks.

d. Mengasosiasi (5 menit)

- Siswa menceritakan kembali teks naratif berbentuk fabel yang dibacanya/di dengarnya .

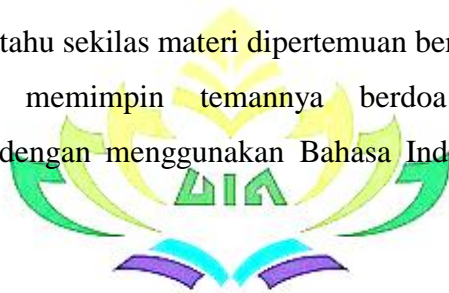
e. Mengkomunikasikan (10 menit)

- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca.

- Peserta didik berdiskusi untuk menarik kesimpulan tentang materi teks naratif

c) Penutup (15 menit)

1. Peserta didik menyimpulkan materi pembelajaran yang telah dipelajari.
2. Guru juga membantu dan menambahkan kesimpulan jika dianggap masih kurang.
3. Penilaian.
4. Guru memberitahu sekilas materi dipertemuan berikutnya.
5. Ketua kelas memimpin temannya berdoa untuk mengakhiri pembelajaran dengan menggunakan Bahasa Indonesia yang baik dan benar.



B. Alat/Bahan dan Media Pembelajaran

1. Media/alat : *Slide power point* yang berisikan materi pembelajaran tentang fungsi social, struktur kalimat dan unsur kebahasaan tentang naratif teks, papan tulis, dan spidol
2. Bahan dan sumber : video “The Dog and Wolf”, buku ajar bahasa inggris VIII Internet dan Youtube

C. Penilaian Pembelajaran

Teknik penilaian: test tertulis

$$\text{Skor maksimal} = \frac{\text{Nilai yang diperoleh}}{\text{Jumlah soal}} \times 100 =$$

Lampung Timur,

2019

Mengetahui,

Guru Mata Pelajaran

Peneliti

Siti Rokhayat, Amd.

NIP. 196906092008012026

Rini Oktiyan

NPM. 1511040323



Kepala Sekolah,

Fajar Mundoko S.Pd.Ing

NIP. 197411052003121002

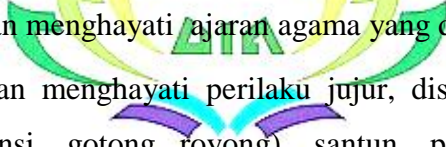
Lesson Plan for Experimental Class

- Third meeting

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMPN 1 MARGA SEKAMPUNG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2 (genap)
Tahun pelajaran : 2018/2019
Alokasi Waktu : 1 x 2 JP (80 menit)

A. Kompetensi Inti

- 
- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.17. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
- 4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan konteks penggunaannya

C. Indikator Pencapaian Kompetensi

1. Membaca fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
3. Memahami isi dari teks naratif.
4. Menarik/menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana dengan konteks penggunaannya

D. Tujuan Pembelajaran

Dengan berdiskusi dan menggali informasi peserta didik dapat :

1. Membaca teks naratif lisan dan tulis pendek dan sederhana dengan rasa ingin tahu
2. Menganalisa teks naratif lisan dan tulis pendek dan sederhana dengan teliti
3. Memahami teks naratif lisan dan tulis pendek dan sederhana dengan mandiri
4. Mampu menarik/menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana dengan tepat

E. Materi Pembelajaran

1. Pengertian Naratif Teks

Narrative text is terms of the recounting of a series of events and the establishing of some (causal/temporal) relation between them. Contohnya: *Mousedeer and Crocodile* (Kancil dan Buaya) dan *A Lion and Little Mouse*

2. Beberapa Ciri-Ciri Naratif Teks

- a. Menggunakan *Action Verbs* (kata kerja aksi)
- b. Menggunakan *Temporal connectives* (kata penghubung), contohnya: *then, and, after*

- c. Berbentuk kalimat *Past Tense* (S+V2 / masa lampau)
- d. Menggunakan kata kerja secara metafora, contohnya: *Words were flying everywhere.*

3. Macam-Macam Naratif Teks

Macam-macam naratif teks yaitu realistic fiction (cerita khayalan tentang dunia nyata), fantasy (cerita imajinasi), fairytales (dongeng), folktales (cerita rakyat), mysteries (misteri), humor (cerita jenaka), historical fiction (sejarah fiksi), plays (monolog), real-life adventures (cerita petualangan), and fables (cerita binatang).



4. Fungsi sosial

- a. Media penghibur
- b. Media untuk perubahan pendapat social/pandangan masyarakat dan perilaku lewat pesan moral yang disampaikan

5. Generic Structure of Narrative Teks

- a. *Exposition / Orientation* adalah bagian pengenalan tokoh, waktu dan alur cerita
- b. *Rising action / Complication* adalah bagian munculnya masalah dalam cerita
- c. *Crisis / Climax* adalah bagian puncak dari permasalahan
- d. *Falling action / Resolution* adalah bagian penyelesaian dan penjas cerita

Example of Fable

The Eagle, the Cat, and the Wild Sow

An eagle made her nest at the top of a lofty oak. A Cat, having found a convenient hole, moved into the middle of the trunk; and a Wild Sow, with her young, took shelter in a hollow at its foot.

orientation

The Cat cunningly resolved to destroy this chance-made colony. To carry out her design, she climbed to the nest of the Eagle, and said, "Destruction is preparing for you, and for me too, unfortunately. The Wild Sow, whom you see daily digging up the earth, wishes to uproot the oak, so she may on its fall seize our families as food for her young." Having thus frightened the Eagle out of her senses, she crept down to the cave of the Sow, and said, "Your children are in great danger; for as soon as you go out with your litter to find food, the Eagle is prepared to pounce upon one of your little pigs." Having instilled these fears into the Sow, she went and pretended to hide herself in the hollow of the tree.

complication

When night came she went forth with silent foot and obtained food for herself and her kittens, but feigning to be afraid, she kept a lookout all through the day. Meanwhile, the Eagle, full of fear of the Sow, sat still on the branches, and the Sow, terrified by the Eagle, did not dare to go out from her cave. Thus, they both along with their families, perished from hunger, and afforded ample provision for the Cat and her kittens. (www.aesopfable.com)

climax

resolution

F. Model Pembelajaran

Model pembelajaran: *Flipped Classroom Model*

G. Kegiatan Pembelajaran

1. Pertemuan Ketiga

a) Pendahuluan/ Kegiatan Awal (10 menit)

1. Seorang siswa memimpin teman-temannya berdoa
2. Guru memeriksa kehadiran para siswa
3. Guru menyampaikan apa saja materi-materi pembelajaran untuk pertemuan hari ini

4. Brainstorming

b) Kegiatan Inti (55 menit)

a. Mengamati (20 menit)

- Guru mereview materi pembelajaran pada pertemuan terakhir
- Lalu, guru membahas video yang sudah siswa tonton di rumah
- Guru memberikan teks terkait video yang sudah siswa tonton
- Kemudian, guru membagi siswa dalam beberapa kelompok (3-4 siswa)

b. Menanya (5 menit)

- Mengajukan pertanyaan tentang apa yang mereka tahu tentang teks naratif tersebut
- Dengan bimbingan dan arahan guru siswa mempertanyakan tentang cerita fabel tersebut.
- Peserta didik bertanya tentang fungsi sosial, struktur kalimat dan unsur kebahasaan teks naratif.

c. Mengumpulkan Informasi (15 menit)

- Siswa membaca rincian informasi teks fabel tersebut.
- Masing-masing kelompok berdiskusi tentang informasi serta *generic structure* yang terdapat dalam teks.

d. Mengasosiasi (5 menit)

- Siswa menceritakan kembali teks naratif berbentuk fabel yang dibacanya/di dengarnya .

e. Mengkomunikasikan (10 menit)

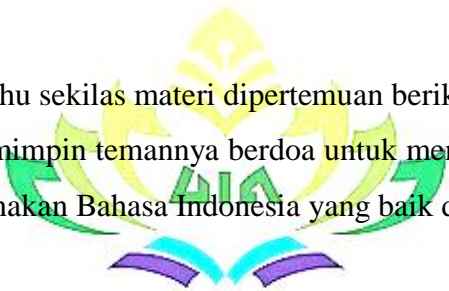
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur

kebahasaan yang digunakan dalam fabel yang mereka baca.

- Peserta didik berdiskusi untuk menarik kesimpulan tentang materi teks naratif

c) Penutup (15 menit)

1. Peserta didik menyimpulkan materi pembelajaran yang telah dipelajari.
2. Guru juga membantu dan menambahkan kesimpulan jika dianggap masih kurang.
3. Penilaian
4. Guru memberitahu sekilas materi dipertemuan berikutnya
5. Ketua kelas memimpin temannya berdoa untuk mengakhiri pembelajaran dengan menggunakan Bahasa Indonesia yang baik dan benar.



H. Alat/Bahan dan Media Pembelajaran

1. Media/alat : *Slide power point* yang berisikan materi pembelajaran tentang fungsi social, struktur kalimat dan unsur kebahasaan tentang naratif teks, papan tulis, dan spidol
2. Bahan dan sumber : video “The Eagle, the Cat, and the Wild Sow”, buku ajar Bahasa Inggris VIII, Internet dan Youtube

I. Penilaian Pembelajaran

Teknik penilaian: test tertulis

Skor maksimal = $\frac{\text{Nilai yang diperoleh}}{\text{Jumlah soal}} \times 100 =$

Lampung Timur,

2019

Mengetahui,

Guru Mata Pelajaran

Peneliti

Siti Rokhayat, Amd.

NIP. 196906092008012026

Rini Oktiyan

NPM. 1511040323

Kepala Sekolah,



Fajar Mundoko S.Pd. Ing

NIP. 197411052003121002

Appendix 3c

Lesson Plan for Control Class

- First meeting

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMPN 1 MARGA SEKAMPUNG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2 (genap)
Tahun pelajaran : 2018/2019
Alokasi Waktu : 1 x 2 JP (80 menit)



A. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.18. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya

- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan konteks penggunaannya

C. Indikator Pencapaian Kompetensi

1. Membaca fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
3. Memahami isi dari teks naratif
4. Menarik/menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana dengan konteks penggunaannya

D. Tujuan Pembelajaran

Dengan berdiskusi dan menggali informasi peserta didik dapat :

1. Membaca teks naratif lisan dan tulis pendek dan sederhana dengan rasa ingin tahu
2. Menganalisa teks naratif lisan dan tulis pendek dan sederhana dengan teliti
3. Memahami teks naratif lisan dan tulis pendek dan sederhana dengan mandiri
4. Mampu menarik/menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana dengan tepat

E. Materi Pembelajaran

1. Pengertian Naratif Teks

Narrative text is terms of the recounting of a series of events and the establishing of some (causal/temporal) relation between them. Contohnya: *Mousedeer and Crocodile* (Kancil dan Buaya) dan *A Lion and Little Mouse*

2. Beberapa Ciri-Ciri Naratif Teks

- a. Menggunakan *Action Verbs* (kata kerja aksi)
- b. Menggunakan *Temporal connectives* (kata penghubung), contohnya: *then, and, after*
- c. Berbentuk kalimat *Past Tense* (S+V2 / masa lampau)
- d. Menggunakan kata kerja secara metafora, contohnya: *Words were flying everywhere.*

3. Macam-Macam Naratif Teks

Macam-macam naratif teks yaitu *realistic fiction* (cerita khayalan tentang dunia nyata), *fantasy* (cerita imajinasi), *fairytale*s (dongeng), *folktales* (cerita rakyat), *mysteries* (misteri), *humor* (cerita jenaka), *historical fiction* (sejarah fiksi), *plays* (monolog), *real-life adventures* (cerita petualangan), and *fables* (cerita binatang).

4. Fungsi sosial

- a. Media penghibur
- b. Media untuk perubahan pendapat social/pandangan masyarakat dan perilaku lewat pesan moral yang disampaikan

5. Generic Structure of Narrative Teks

- a. *Exposition / Orientation* adalah bagian pengenalan tokoh, waktu dan alur cerita
- b. *Rising action / Complication* adalah bagian munculnya masalah dalam cerita
- c. *Crisis / Climax* adalah bagian puncak dari permasalahan
- d. *Falling action / Resolution* adalah bagian penyelesaian dan penjas cerita

Example of Fable

The Monkey and the Dolphin

A sailor, bound on a long voyage, took with him a Monkey to amuse him while on shipboard. As he sailed off the coast of Greece, a violent tempest arose in which the ship was wrecked and he, his Monkey, and all the crew were obliged to swim for their lives.

orientation

A Dolphin saw the Monkey contending with the waves, and supposing him to be a man (whom he is always said to befriend), came and placed himself under him, to convey him on his back in safety to the shore.

complication

When the Dolphin arrived with his burden in sight of land not far from Athens, he asked the Monkey if he were an Athenian. The latter replied that he was, and that he was descended from one of the most noble families in that city. The Dolphin then inquired if he knew the Piraeus (the famous harbor of Athens). Supposing that a man was meant, the Monkey answered that he knew him very well and that he was an intimate friend.

climax

The Dolphin, indignant at these falsehoods, dipped the Monkey under the water and drowned him. (www.aesopfable.com)

resolution

F. Model Pembelajaran

Model pembelajaran: *Traditional classroom*

G. Kegiatan Pembelajaran

1. Pertemuan Pertama

a) Pendahuluan/ Kegiatan Awal (10 menit)

1. Seorang siswa memimpin teman-temannya berdoa
2. Guru memeriksa kehadiran para siswa
3. Guru menyampaikan apa saja materi-materi pembelajaran untuk pertemuan hari ini
4. Brainstorming

b) Kegiatan Inti (55 menit)

a. Mengamati (15 menit)

- Guru menjelaskan materi naratif teks
- Guru memberikan teks berkaitan dengan naratif fabel
- Siswa membaca teks dan menandai kata-kata yang tidak dimengerti
- Kemudian, siswa menterjemahkan satu persatu
- Lalu, siswa menyusun arti dari keseluruhan kalimat

b. Menanya (10 menit)

- Mengajukan pertanyaan tentang apa yang mereka tahu tentang teks naratif.
- Dengan bimbingan dan arahan guru siswa mempertanyakan tentang cerita fabel tersebut.
- Peserta didik bertanya tentang fungsi sosial, struktur kalimat dan unsur kebahasaan teks naratif.

c. Mengumpulkan Informasi (10 menit)

- Siswa membaca ulang seluruh teks agar lebih memahami artinya.
- Guru membimbing siswa menganalisis *generic structure* yang terdapat dalam teks naratif berbentuk fabel

d. Mengasosiasi (10 menit)

Siswa dan guru bersama-sama membahas tentang informasi apa saja yang ada pada teks

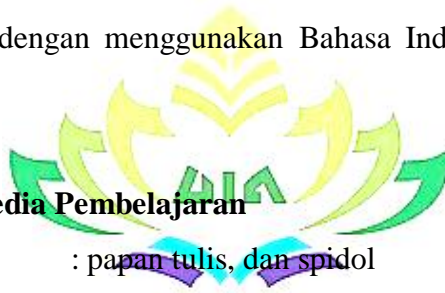
e. Mengkomunikasikan (10 menit)

- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca.
- Peserta didik berdiskusi untuk menarik kesimpulan tentang materi

teks naratif dan mencatatnya

c) Penutup (15 menit)

1. Peserta didik menyimpulkan materi pembelajaran yang telah dipelajari.
2. Guru juga membantu dan menambahkan kesimpulan jika dianggap masih kurang.
3. Memberitahu materi dipertemuan selanjutnya
4. Ketua kelas memimpin temannya berdoa untuk mengakhiri pembelajaran dengan menggunakan Bahasa Indonesia yang baik dan benar.



H. Alat/Bahan dan Media Pembelajaran

1. Media/alat : papan tulis, dan spidol
2. Bahan dan sumber : buku ajar bahasa inggris VIII

I. Penilaian Pembelajaran

Teknik penilaian: test tertulis

Skor maksimal = $\frac{\text{Nilai yang diperoleh}}{\text{Jumlah soal}} \times 100 =$

Lampung Timur,

2019

Mengetahui,
Guru Mata Pelajaran

Peneliti

Siti Rokhayat, Amd.
NIP. 196906092008012026

Rini Oktiyan
NPM. 1511040323

Kepala Sekolah,

Fajar Mundoko S.Pd.Ing
NIP. 197411052003121002

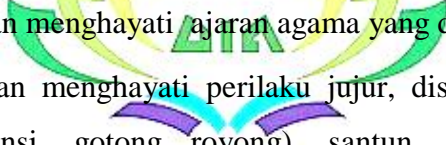
Lesson Plan for Control Class

- Second meeting

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMPN 1 MARGA SEKAMPUNG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2 (genap)
Tahun pelajaran : 2018/2019
Alokasi Waktu : 1 x 2 JP (80 menit)

A. Kompetensi Inti

- 
- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
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- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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B. Kompetensi Dasar

- 3.19. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
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C. Indikator Pencapaian Kompetensi

1. Membaca fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
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D. Tujuan Pembelajaran

Dengan berdiskusi dan menggali informasi peserta didik dapat :

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3. Memahami teks naratif lisan dan tulis pendek dan sederhana dengan mandiri
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E. Materi Pembelajaran

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Narrative text is terms of the recounting of a series of events and the establishing of some (causal/temporal) relation between them. Contohnya: *Mousedeer and Crocodile* (Kancil dan Buaya) dan *A Lion and Little Mouse*

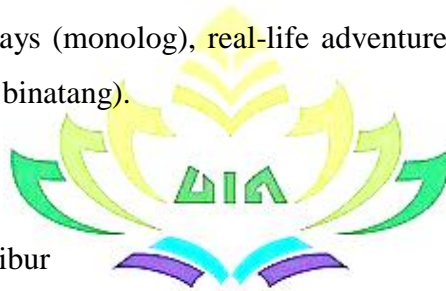
2. Beberapa Ciri-Ciri Naratif Teks

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- b. Menggunakan *Temporal connectives* (kata penghubung), contohnya: *then, and, after*

- c. Berbentuk kalimat *Past Tense* (S+V2 / masa lampau)
- d. Menggunakan kata kerja secara metafora, contohnya: *Words were flying everywhere.*

3. Macam-Macam Naratif Teks

Macam-macam naratif teks yaitu realistic fiction (cerita khayalan tentang dunia nyata), fantasy (cerita imajinasi), fairytales (dongeng), folktales (cerita rakyat), mysteries (misteri), humor (cerita jenaka), historical fiction (sejarah fiksi), plays (monolog), real-life adventures (cerita petualangan), and fables (cerita binatang).



4. Fungsi sosial

- a. Media penghibur
- b. Media untuk perubahan pendapat social/pandangan masyarakat dan perilaku lewat pesan moral yang disampaikan

5. Generic Structure of Narrative Teks

- a. *Exposition / Orientation* adalah bagian pengenalan tokoh, waktu dan alur cerita
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- c. *Crisis / Climax* adalah bagian puncak dari permasalahan
- d. *Falling action / Resolution* adalah bagian penyelesaian dan penjas cerita

Example of Fable

The Dog and the Wolf

A gaunt Wolf was almost dead with hunger when he happened to meet a House-dog who was passing by. "Ah, Cousin," said the Dog. "I knew how it would be; your irregular life will soon be the ruin of you. Why do you not work steadily as I do, and get your food regularly given to you?"

orientation

"I would have no objection," said the Wolf, "if I could only get a place."

"I will easily arrange that for you," said the Dog; "come with me to my master and you shall share my work."

complication

So the Wolf and the Dog went towards the town together. On the way there the Wolf noticed that the hair on a certain part of the Dog's neck was very much worn away, so he asked him how that had come about.

climax

"Oh, it is nothing," said the Dog.

"That is only the place where the collar is put on at night to keep me chained up; it chafes a bit, but one soon gets used to it."

"Is that all?" said the Wolf. "Then good-bye to you, Master Dog."

resolution

(www.aesopfable.com)

F. Model Pembelajaran

Model pembelajaran: *Traditional Classroom*

G. Kegiatan Pembelajaran

1. Pertemuan Kedua

a) Pendahuluan/ Kegiatan Awal (10 menit)

1. Seorang siswa memimpin teman-temannya berdoa
2. Guru memeriksa kehadiran para siswa
3. Guru menyampaikan apa saja materi-materi pembelajaran untuk pertemuan hari ini

4. Brainstorming

b) Kegiatan Inti (55 menit)

a. Mengamati (15 menit)

- Guru mereview materi naratif teks
- Guru memberikan teks berkaitan dengan naratif fabel
- Siswa membaca teks dan menandai kata-kata yang tidak dimengerti
- Kemudian, siswa menterjemahkan satu persatu
- Lalu, siswa menyusun arti dari keseluruhan kalimat

b. Menanya (10 menit)

- Mengajukan pertanyaan tentang apa yang mereka tahu tentang teks naratif.
- Dengan bimbingan dan arahan guru siswa mempertanyakan tentang cerita fabel tersebut.
- Peserta didik bertanya tentang fungsi sosial, struktur kalimat dan unsur kebahasaan teks naratif.

c. Mengumpulkan Informasi (10 menit)

- Siswa membaca ulang seluruh teks agar lebih memahami artinya.
- Guru membimbing siswa menganalisis *generic structure* yang terdapat dalam teks naratif berbentuk fabel

d. Mengasosiasi (10 menit)

Siswa dan guru bersama-sama membahas tentang informasi apa saja yang ada pada teks

e. Mengkomunikasikan (10 menit)

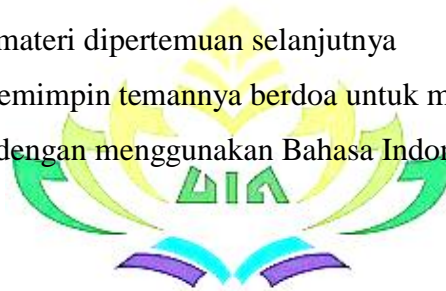
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur

kebahasaan yang digunakan dalam fabel yang mereka baca.

- Peserta didik berdiskusi untuk menarik kesimpulan tentang materi teks naratif dan mencatatnya

c) Penutup (15 menit)

1. Peserta didik menyimpulkan materi pembelajaran yang telah dipelajari.
2. Guru juga membantu dan menambahkan kesimpulan jika dianggap masih kurang.
3. Memberitahu materi dipertemuan selanjutnya
4. Ketua kelas memimpin temannya berdoa untuk mengakhiri pembelajaran dengan menggunakan Bahasa Indonesia yang baik dan benar.



H. Alat/Bahan dan Media Pembelajaran

1. Media/alat : papan tulis, dan spidol
2. Bahan dan sumber : buku ajar bahasa inggris VIII

I. Penilaian Pembelajaran

Teknik penilaian: test tertulis

Skor maksimal = $\frac{\text{Nilai yang diperoleh}}{\text{Jumlah soal}} \times 100 =$

Lampung Timur,

2019

Mengetahui,

Guru Mata Pelajaran

Peneliti

Siti Rokhayat, Amd.

NIP. 196906092008012026

Rini Oktiyan

NPM. 1511040323

Kepala Sekolah,



Fajar Mundoko S.Pd. Ing

NIP. 197411052003121002

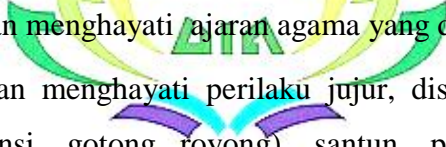
Lesson Plan for Control Class

- Third meeting

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMPN 1 MARGA SEKAMPUNG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2 (genap)
Tahun pelajaran : 2018/2019
Alokasi Waktu : 1 x 2 JP (80 menit)

A. Kompetensi Inti

- 
- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.20. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan konteks penggunaannya

C. Indikator Pencapaian Kompetensi

1. Membaca fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
3. Memahami isi dari teks naratif
4. Menarik/menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana dengan konteks penggunaannya

D. Tujuan Pembelajaran

Dengan berdiskusi dan menggali informasi peserta didik dapat :

1. Membaca teks naratif lisan dan tulis pendek dan sederhana dengan rasa ingin tahu
2. Menganalisa teks naratif lisan dan tulis pendek dan sederhana dengan teliti
3. Memahami teks naratif lisan dan tulis pendek dan sederhana dengan mandiri
4. Mampu menarik/menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana dengan tepat

E. Materi Pembelajaran

1. Pengertian Naratif Teks

Narrative text is terms of the recounting of a series of events and the establishing of some (causal/temporal) relation between them. Contohnya: *Mousedeer and Crocodile* (Kancil dan Buaya) dan *A Lion and Little Mouse*

2. Beberapa Ciri-Ciri Naratif Teks

- a. Menggunakan *Action Verbs* (kata kerja aksi)
- b. Menggunakan *Temporal connectives* (kata penghubung), contohnya: *then, and, after*

- c. Berbentuk kalimat *Past Tense* (S+V2 / masa lampau)
- d. Menggunakan kata kerja secara metafora, contohnya: *Words were flying everywhere.*

3. Macam-Macam Naratif Teks

Macam-macam naratif teks yaitu realistic fiction (cerita khayalan tentang dunia nyata), fantasy (cerita imajinasi), fairytales (dongeng), folktales (cerita rakyat), mysteries (misteri), humor (cerita jenaka), historical fiction (sejarah fiksi), plays (monolog), real-life adventures (cerita petualangan), and fables (cerita binatang).



4. Fungsi sosial

- a. Media penghibur
- b. Media untuk perubahan pendapat social/pandangan masyarakat dan perilaku lewat pesan moral yang disampaikan

5. Generic Structure of Narrative Teks

- a. *Exposition / Orientation* adalah bagian pengenalan tokoh, waktu dan alur cerita
- b. *Rising action / Complication* adalah bagian munculnya masalah dalam cerita
- c. *Crisis / Climax* adalah bagian puncak dari permasalahan
- d. *Falling action / Resolution* adalah bagian penyelesaian dan penjas cerita

Example of Fable

The Eagle, the Cat, and the Wild Sow

An eagle made her nest at the top of a lofty oak. A Cat, having found a convenient hole, moved into the middle of the trunk; and a Wild Sow, with her young, took shelter in a hollow at its foot.

orientation

The Cat cunningly resolved to destroy this chance-made colony. To carry out her design, she climbed to the nest of the Eagle, and said, "Destruction is preparing for you, and for me too, unfortunately. The Wild Sow, whom you see daily digging up the earth, wishes to uproot the oak, so she may on its fall seize our families as food for her young." Having thus frightened the Eagle out of her senses, she crept down to the cave of the Sow, and said, "Your children are in great danger; for as soon as you go out with your litter to find food, the Eagle is prepared to pounce upon one of your little pigs." Having instilled these fears into the Sow, she went and pretended to hide herself in the hollow of the tree.

complication

When night came she went forth with silent foot and obtained food for herself and her kittens, but feigning to be afraid, she kept a lookout all through the day. Meanwhile, the Eagle, full of fear of the Sow, sat still on the branches, and the Sow, terrified by the Eagle, did not dare to go out from her cave. Thus, they both along with their families, perished from hunger, and afforded ample provision for the Cat and her kittens. (www.aesopfable.com)

climax

resolution

F. Model Pembelajaran

Model pembelajaran: *Traditional Classroom Model*

G. Kegiatan Pembelajaran

1. Pertemuan Ketiga

a) Pendahuluan/ Kegiatan Awal (10 menit)

1. Seorang siswa memimpin teman-temannya berdoa
2. Guru memeriksa kehadiran para siswa
3. Guru menyampaikan apa saja materi-materi pembelajaran untuk pertemuan hari ini
4. Brainstorming

b) Kegiatan Inti (55 menit)

a. Mengamati (15 menit)

- Guru mereview materi naratif teks
- Guru memberikan teks berkaitan dengan naratif fabel
- Siswa membaca teks dan menandai kata-kata yang tidak dimengerti
- Kemudian, siswa menterjemahkan satu persatu
- Lalu, siswa menyusun arti dari keseluruhan kalimat

b. Menanya (10 menit)

- Mengajukan pertanyaan tentang apa yang mereka tahu tentang teks naratif.
- Dengan bimbingan dan arahan guru siswa mempertanyakan tentang cerita fabel tersebut.
- Peserta didik bertanya tentang fungsi sosial, struktur kalimat dan unsur kebahasaan teks naratif.

c. Mengumpulkan Informasi (10 menit)

- Siswa membaca ulang seluruh teks agar lebih memahami artinya.
- Guru membimbing siswa menganalisis *generic structure* yang terdapat dalam teks naratif berbentuk fabel

d. Mengasosiasi (10 menit)

Siswa dan guru bersama-sama membahas tentang informasi apa saja yang ada pada teks

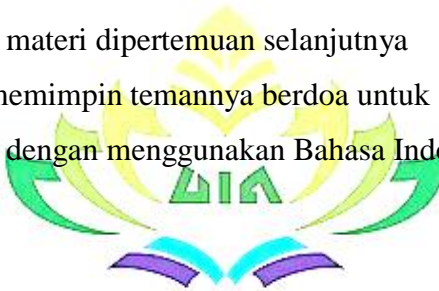
e. Mengkomunikasikan (10 menit)

- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca.

- Peserta didik berdiskusi untuk menarik kesimpulan tentang materi teks naratif dan mencatatnya

c) Penutup (15 menit)

1. Peserta didik menyimpulkan materi pembelajaran yang telah dipelajari.
2. Guru juga membantu dan menambahkan kesimpulan jika dianggap masih kurang.
3. Memberitahu materi dipertemuan selanjutnya
4. Ketua kelas memimpin temannya berdoa untuk mengakhiri pembelajaran dengan menggunakan Bahasa Indonesia yang baik dan benar.



H. Alat/Bahan dan Media Pembelajaran

1. Media/alat : papan tulis, dan spidol
2. Bahan dan sumber : buku ajar bahasa inggris VIII

I. Penilaian Pembelajaran

Teknik penilaian: test tertulis

Skor maksimal = $\frac{\text{Nilai yang diperoleh}}{\text{Jumlah soal}} \times 100 =$

Lampung Timur, 2019

Mengetahui,

Guru Mata Pelajaran

Peneliti

Siti Rokhayat, Amd.

NIP. 196906092008012026

Rini Oktiyan

NPM. 1511040323

Kepala Sekolah,



Fajar Mundoko S.Pd.Ing

NIP. 197411052003121002

Appendix 4a

STUDENTS' ENGLISH READING SCORE IN THE ACADEMIC YEAR OF 2018/2019

Kelas : VIII.A

No.	Name	F/M	Score Reading
1	Aisah Aprilia	F	65
2	Anggi Talia Putri	F	70
3	Ardiansyah Anggara	M	65
4	Arpan Yudiansyah	M	60
5	Desi Ratna Sari	F	70
6	Eka Septiani	F	65
7	Fajri Triana Dewi	F	60
8	Fani Wijaya	M	70
9	Hadidiyu	M	70
10	Jery Habi	M	75
11	Jon Effendi	M	80
12	Jonny Setiawan	M	40
13	Julianto	M	35
14	Mala Anggraini	F	70
15	Mardiani	F	75
16	Melga Septiana	F	60
17	Meliya Putri Dewi	F	80
18	Naufila Amiroh Elsipi	F	60
19	Niken Marlina	F	70
20	Novi Winda Sari	F	60
21	Ping Ping Aulia Nivia	F	70
22	Rendi Setiawan	M	60
23	Rido Fahrani Aziz	M	65
24	Rifa'i	M	65
25	Ruskandi	M	65
26	Sahrudin	M	45
27	Sarifudin	M	50
28	Selda Selviana	F	70
29	Sidi Novita Sari	F	65
30	Sri Wahyuni	F	60
31	Yulan Arun	F	70

Kelas : VIII.B

No.	Name	F/M	Score Reading
1	Abdul Manaf	M	60
2	Aditia Eka Mahendra	M	55
3	Amin Tohari	M	65
4	Anggi Riska Ramadita	F	70
5	Aprilia Sah Dewi	F	72
6	Arif Ananda	M	65
7	Bagus Rama Farabi	M	70
8	Bela Safira	F	70
9	Berman Cahya	M	50
10	Desi Nandayani	F	75
11	Desiska Amelia	F	55
12	Eka Oktaviani	F	60
13	Faturrahman	M	50
14	Hermansyah	M	60
15	Indri Sentia Wati	F	70
16	Niki Saputra	M	75
17	Mita Sari	F	70
18	Muhammad Nuhri	M	70
19	Ove Andaresta	M	65
20	Rahma Wati	F	50
21	Rama Andika Pratama	M	65
22	Rendi Pranstanujaya	M	55
23	Rayval Isman	M	65
24	Ressi Ana	F	65
25	Rio Suhendri	F	55
26	Riska Selviana	F	75
27	Rizka Reza Tri Agustin	F	80
28	Riski Amanda	M	75
29	Septrio	M	60
30	Susila Wati	F	70
31	Yusman Effendi	L	60
32	Yuwanda Aprian Nursyaputra	M	35

Kelas : VIII.C

No.	Name	M/F	Score Reading
1	Ageistina Reza	F	65
2	Ali Hernandez	M	60
3	Ali Topan	M	50
4	Aminah	F	60
5	Aprizal	M	65
6	Ayu Nareza	F	65
7	Bagus Danurahman	M	50
8	Beni Awaludin	M	60
9	Dahlia	F	80
10	Eka Sari	F	75
11	Eka Wulandari	F	60
12	Erlang Kiara Nata	F	60
13	Erni	F	75
14	Evi Aprilia Suryani	F	65
15	Fitri Handayani	F	70
16	Hasanah	F	65
17	Erfansyah	M	60
18	Junni Zar Pratama	M	50
19	Karmila	F	70
20	Kholifah	F	70
21	Lira Aslina	F	75
22	Rahayu	F	65
23	Rehan Juantika	M	60
24	Rizka Melisa	F	75
25	Rudiansyah Dewa	M	55
26	Sarifudin	M	60
27	Sri Inda Yani	F	70
28	Teguh Pramudani	M	70
29	Toni Hernanda Saputra	M	65
30	Usman Effendi	M	50
31	Yakup	M	80

Lampung Timur,
English Teacher

Siti Rokhayat, Amd.
NIP. 196906092008012026

Appendix 4b

The Name of Students in Pre-Test and Post-Test Try-Out Class (VIII.A)

No.	Name	F/M	Students' Code
1	Aisah Aprilia	F	A1
2	Anggi Talia Putri	F	A2
3	Ardiansyah Anggara	M	A3
4	Arpan Yudiansyah	M	A4
5	Desi Ratna Sari	F	A5
6	Eka Septiani	F	A6
7	Fajri Triana Dewi	F	A7
8	Fani Wijaya	M	A8
9	Hadidiyu	M	A9
10	Jery Habi	M	A10
11	Jon Effendi	M	A11
12	Jonny Setiawan	M	A12
13	Julianto	M	A13
14	Mala Anggraini	F	A14
15	Mardiani	F	A15
16	Melga Septiana	F	A16
17	Meliya Putri Dewi	F	A17
18	Naufila Amiroh Elsipi	F	A18
19	Niken Marlina	F	A19
20	Novi Winda Sari	F	A20
21	Ping Ping Aulia Nivia	F	A21
22	Rendi Setiawan	M	A22
23	Rido Fahrani Aziz	M	A23
24	Rifa'i	M	A24
25	Ruskandi	M	A25
26	Sahrudin	M	A26
27	Sarifudin	M	A27
28	Selda Selviana	F	A28
29	Sidi Novita Sari	F	A29
30	Sri Wahyuni	F	A30
31	Yulan Arun	F	A31

Appendix 4c

The Name of Students in Control Class (VIII.B)

No.	Name	F/M	Students' Code
1	Abdul Manaf	M	B1
2	Aditia Eka Mahendra	M	B2
3	Amin Tohari	M	B3
4	Anggi Riska Ramadita	F	B4
5	Aprilia Sah Dewi	F	B5
6	Arif Ananda	M	B6
7	Bagus Rama Farabi	M	B7
8	Bela Safira	F	B8
9	Berman Cahya	M	B9
10	Desi Nandayani	F	B10
11	Desiska Amelia	F	B11
12	Eka Oktaviani	F	B12
13	Faturrahman	M	B13
14	Hermansyah	M	B14
15	Indri Sentia Wati	F	B15
16	Niki Saputra	M	B16
17	Mita Sari	F	B17
18	Muhammad Nuhri	M	B18
19	Ove Andaresta	M	B19
20	Rahma Wati	F	B20
21	Rama Andika Pratama	M	B21
22	Rendi Pranstanujaya	M	B22
23	Rayval Isman	M	B23
24	Ressi Ana	F	B24
25	Rio Suhendri	F	B25
26	Riska Selviana	F	B26
27	Rizka Reza Tri Agustin	F	B27
28	Riski Amanda	M	B28
29	Septrio	M	B29
30	Susila Wati	F	B30
31	Yusman Effendi	L	B31
32	Yuwanda Aprian Nursyaputra	M	B32

Appendix 4d

The Name of Students in Experimental Class (VIII.C)

No.	Name	F/M	Students' Code
1	Ageistina Reza	F	C1
2	Ali Hernandez	M	C2
3	Ali Topan	M	C3
4	Aminah	F	C4
5	Aprizal	M	C5
6	Ayu Nareza	F	C6
7	Bagus Danurahman	M	C7
8	Beni Awaludin	M	C8
9	Dahlia	F	C9
10	Eka Sari	F	C10
11	Eka Wulandari	F	C11
12	Erlang Kiara Nata	F	C12
13	Erni	F	C13
14	Evi Aprilia Suryani	F	C14
15	Fitri Handayani	F	C15
16	Hasanah	F	C16
17	Erfansyah	M	C17
18	Junni Zar Pratama	M	C18
19	Karmila	F	C19
20	Kholifah	F	C20
21	Lira Aslina	F	C21
22	Rahayu	F	C22
23	Rehan Juantika	M	C23
24	Rizka Melisa	F	C24
25	Rudiansyah Dewa	M	C25
26	Sarifudin	M	C26
27	Sri Inda Yani	F	C27
28	Teguh Pramudani	M	C28
29	Toni Hernanda Saputra	M	C29
30	Usman Effendi	M	C30
31	Yakup	M	C31

Appendix 4e

Result of Validity Intrument Pre-Test and Post-Test

PRE-TEST

No.	r Hitung	Syarat	Ket.	No.	r Hitung	Syarat	Ket.
1	0.362	>355	valid	26	0.424	>355	valid
2	0.460	>355	valid	27	0.327	>355	Tidak valid
3	0.453	>355	valid	28	0.036	>355	Tidak valid
4	0.323	>355	Tidak valid	29	0.245	>355	Tidak valid
5	0.410	>355	valid	30	0.391	>355	valid
6	-0.327	>355	Tidak valid	31	-0.020	>355	Tidak valid
7	0.373	>355	valid	32	0.176	>355	Tidak valid
8	0.634	>355	valid	33	-0.363	>355	Tidak valid
9	0.444	>355	valid	34	0.379	>355	valid
10	0.024	>355	Tidak valid	35	0.379	>355	valid
11	0.421	>355	valid	36	0.086	>355	Tidak valid
12	-0.052	>355	Tidak valid	37	0.389	>355	valid
13	0.599	>355	valid	38	0.166	>355	Tidak valid
14	0.430	>355	valid	39	-0.007	>355	Tidak valid
15	0.074	>355	Tidak valid	40	0.072	>355	Tidak valid
16	0.649	>355	valid	41	0.388	>355	valid
17	0.604	>355	valid	42	0.399	>355	valid
18	0.258	>355	Tidak valid	43	-0.083	>355	Tidak valid
19	0.131	>355	Tidak valid	44	0.323	>355	Tidak valid
20	0.201	>355	Tidak valid	45	0.166	>355	Tidak valid
21	0.604	>355	valid	46	0.397	>355	valid
22	0.484	>355	valid	47	0.238	>355	Tidak valid
23	0.335	>355	Tidak valid	48	0.109	>355	Tidak valid
24	0.604	>355	valid	49	0.074	>355	Tidak valid
25	0.514	>355	valid	50	0.436	>355	valid

Result of Validity Pre-Test and Post-Test

POST-TEST

No.	r Hitung	Syarat	Ket.		No.	r Hitung	Syarat	Ket.
1	----	>355	valid		26	-0.125	>355	Tidak valid
2	0.741	>355	valid		27	0.573	>355	valid
3	0.420	>355	valid		28	-0.213	>355	Tidak valid
4	0.517	>355	valid		29	0.121	>355	Tidak valid
5	0.580	>355	valid		30	0.573	>355	valid
6	0.383	>355	valid		31	0.659	>355	valid
7	-0.145	>355	Tidak valid		32	0.502	>355	valid
8	-0.464	>355	Tidak valid		33	-0.085	>355	Tidak valid
9	0.283	>355	Tidak valid		34	0.255	>355	Tidak valid
10	0.463	>355	valid		35	-0.270	>355	Tidak valid
11	0.443	>355	valid		36	0.267	>355	Tidak valid
12	-0.082	>355	Tidak valid		37	0.376	>355	valid
13	---	>355	Tidak valid		38	0.432	>355	valid
14	0.387	>355	valid		39	0.467	>355	valid
15	-0.065	>355	Tidak valid		40	0.490	>355	valid
16	-0.046	>355	Tidak valid		41	-0.061	>355	Tidak valid
17	0.011	>355	Tidak valid		42	0.589	>355	valid
18	0.432	>355	valid		43	0.239	>355	Tidak valid
19	0.566	>355	valid		44	0.517	>355	valid
20	0.107	>355	Tidak valid		45	0.432	>355	valid
21	-0.046	>355	Tidak valid		46	-0.296	>355	Tidak valid
22	0.566	>355	valid		47	-0.305	>355	Tidak valid
23	-0.212	>355	Tidak valid		48	0.127	>355	Tidak valid
24	0.562	>355	valid		49	0.366	>355	valid
25	0.573	>355	valid		50	-0.172	>355	Tidak valid

Appendix 4f**The Score Pre-test and Post-test of Experimental Class (VIII.C)**

No.	Name	Code	Score pre-test	Score post-test	Gain
1	Ageistina Reza	C1	64	68	4
2	Ali Hernandes	C2	64	72	8
3	Ali Topan	C3	52	64	12
4	Aminah	C4	60	68	8
5	Aprizal	C5	64	68	4
6	Ayu Nareza	C6	64	76	12
7	Bagus Danurahman	C7	48	56	8
8	Beni Awaludin	C8	64	72	8
9	Dahlia	C9	80	88	8
10	Eka Sari	C10	76	84	8
11	Eka Wulandari	C11	56	60	4
12	Erlang Kiara Nata	C12	68	72	4
13	Erni	C13	76	76	0
14	Evi Aprilia Suryani	C14	60	68	8
15	Fitri Handayani	C15	72	76	4
16	Hasanah	C16	60	72	12
17	Erfansyah	C17	60	68	8
18	Junni Zar Pratama	C18	52	68	16
19	Karmila	C19	68	76	8
20	Kholifah	C20	72	80	8
21	Lira Aslina	C21	72	72	0
22	Rahayu	C22	60	68	8
23	Rehan Juantika	C23	64	68	4
24	Rizka Melisa	C24	68	76	8
25	Rudiansyah Dewa	C25	48	52	4
26	Sarifudin	C26	56	60	4
27	Sri Inda Yani	C27	72	72	0
28	Teguh Pramudani	C28	68	76	8
29	Toni Hernanda Saputra	C29	64	64	0
30	Usman Effendi	C30	48	56	8
31	Yakup	C31	80	84	4

Appendix 4g**The Score Pre-test and Post-test of Control Class (VIII.B)**

No.	Name	Code	Score pre-test	Score post-test	Gain
1	Abdul Manaf	B1	56	60	4
2	Aditia Eka Mahendra	B2	60	64	4
3	Amin Tohari	B3	60	64	4
4	Anggi Riska Ramadita	B4	72	68	-4
5	Aprilia Sah Dewi	B5	76	76	0
6	Arif Ananda	B6	64	72	8
7	Bagus Rama Farabi	B7	68	72	4
8	Bela Safira	B8	72	72	0
9	Berman Cahya	B9	52	60	8
10	Desi Nandayani	B10	72	72	0
11	Desiska Amelia	B11	56	56	0
12	Eka Oktaviani	B12	64	64	0
13	Faturrahman	B13	48	52	4
14	Hermansyah	B14	64	68	4
15	Indri Sentia Wati	B15	68	68	0
16	Niki Saputra	B16	76	76	0
17	Mita Sari	B17	68	68	0
18	Muhammad Nuhri	B18	76	76	0
19	Ove Andaresta	B19	60	60	0
20	Rahma Wati	B20	52	52	0
21	Rama Andika Pratama	B21	60	64	4
22	Rendi Pranstanujaya	B22	48	56	8
23	Rayval Isman	B23	60	60	0
24	Ressi Ana	B24	72	76	4
25	Rio Suhendri	B25	56	60	4
26	Riska Selviana	B26	76	80	4
27	Rizka Reza Tri Agustin	B27	80	80	0
28	Riski Amanda	B28	80	80	0
29	Septrio	B29	68	68	0
30	Susila Wati	B30	72	76	4
31	Yusman Effendi	B31	64	68	4
32	Yuwanda Aprian Nursyaputra	B32	48	52	4

Appendix 5a

F Table (Validity)

n	Taraf Signifikan		n	Taraf Signifikan		n	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	10	0,195	0,256
13	0,553	0,684	37	0,325	0,418	12	0,176	0,230
14	0,532	0,661	38	0,320	0,413	15	0,159	0,210
15	0,514	0,641	39	0,316	0,408	17	0,148	0,194
16	0,497	0,623	40	0,312	0,403	20	0,138	0,181
17	0,482	0,606	41	0,308	0,398	30	0,113	0,148
18	0,468	0,590	42	0,304	0,393	40	0,098	0,128
19	0,456	0,575	43	0,301	0,389	50	0,088	0,115
20	0,444	0,561	44	0,297	0,384	60	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Appendix 5b

Normalitas ($L_{critical}$)

Tabel Nilai Kritis Untuk Uji Lilliefors

Ukuran Sampel	Taraf Nyata (α)				
	0.01	0.05	0.10	0.15	0.20
n = 4	0.417	0.381	0.352	0.319	0.300
5	0.405	0.337	0.315	0.299	0.285
6	0.364	0.319	0.294	0.277	0.265
7	0.348	0.300	0.276	0.258	0.247
8	0.331	0.285	0.261	0.244	0.233
9	0.311	0.271	0.249	0.233	0.223
10	0.294	0.258	0.239	0.224	0.215
11	0.284	0.249	0.230	0.217	0.206
12	0.275	0.242	0.223	0.212	0.199
13	0.268	0.234	0.214	0.202	0.190
14	0.261	0.227	0.207	0.194	0.183
15	0.257	0.220	0.201	0.187	0.177
16	0.250	0.213	0.195	0.182	0.173
17	0.245	0.206	0.189	0.177	0.169
18	0.239	0.200	0.184	0.173	0.166
19	0.235	0.195	0.179	0.169	0.163
20	0.231	0.190	0.174	0.166	0.160
25	0.200	0.173	0.158	0.147	0.142
30	0.187	0.161	0.144	0.136	0.131
n > 30	<u>1.031</u>	<u>0.886</u>	<u>0.85</u>	<u>0.768</u>	<u>0.736</u>
	\sqrt{n}	\sqrt{n}	\sqrt{n}	\sqrt{n}	\sqrt{n}

Sumber: Sudjana, Metoda Statistik, Jakarta, Tarsito, 2005, p. 467

Appendix 5c

Table of Homogeneity (F Table)

Titik Persentase Distribusi F untuk Probabilita = 0,05

df untuk penyebut (N2)	df untuk pembilang (N1)													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.42
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95

41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92

Titik Persentase Distribusi F untuk Probabilita = 0,05

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
46	4.05	3.20	2.81	2.57	2.42	2.30	2.22	2.15	2.09	2.04	2.00	1.97	1.94	1.91	1.89
47	4.05	3.20	2.80	2.57	2.41	2.30	2.21	2.14	2.09	2.04	2.00	1.96	1.93	1.91	1.88
48	4.04	3.19	2.80	2.57	2.41	2.29	2.21	2.14	2.08	2.03	1.99	1.96	1.93	1.90	1.88
49	4.04	3.19	2.79	2.56	2.40	2.29	2.20	2.13	2.08	2.03	1.99	1.96	1.93	1.90	1.88
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.99	1.95	1.92	1.89	1.87
51	4.03	3.18	2.79	2.55	2.40	2.28	2.20	2.13	2.07	2.02	1.98	1.95	1.92	1.89	1.87
52	4.03	3.18	2.78	2.55	2.39	2.28	2.19	2.12	2.07	2.02	1.98	1.94	1.91	1.89	1.86
53	4.02	3.17	2.78	2.55	2.39	2.28	2.19	2.12	2.06	2.01	1.97	1.94	1.91	1.88	1.86
54	4.02	3.17	2.78	2.54	2.39	2.27	2.18	2.12	2.06	2.01	1.97	1.94	1.91	1.88	1.86
55	4.02	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.06	2.01	1.97	1.93	1.90	1.88	1.85
56	4.01	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
57	4.01	3.16	2.77	2.53	2.38	2.26	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
58	4.01	3.16	2.76	2.53	2.37	2.26	2.17	2.10	2.05	2.00	1.96	1.92	1.89	1.87	1.84
59	4.00	3.15	2.76	2.53	2.37	2.26	2.17	2.10	2.04	2.00	1.96	1.92	1.89	1.86	1.84
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.89	1.86	1.84
61	4.00	3.15	2.76	2.52	2.37	2.25	2.16	2.09	2.04	1.99	1.95	1.91	1.88	1.86	1.83
62	4.00	3.15	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.99	1.95	1.91	1.88	1.85	1.83
63	3.99	3.14	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.98	1.94	1.91	1.88	1.85	1.83
64	3.99	3.14	2.75	2.52	2.36	2.24	2.16	2.09	2.03	1.98	1.94	1.91	1.88	1.85	1.83
65	3.99	3.14	2.75	2.51	2.36	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.85	1.82
66	3.99	3.14	2.74	2.51	2.35	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.84	1.82
67	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.98	1.93	1.90	1.87	1.84	1.82
68	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.97	1.93	1.90	1.87	1.84	1.82
69	3.98	3.13	2.74	2.50	2.35	2.23	2.15	2.08	2.02	1.97	1.93	1.90	1.86	1.84	1.81
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97	1.93	1.89	1.86	1.84	1.81
71	3.98	3.13	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.97	1.93	1.89	1.86	1.83	1.81
72	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86	1.83	1.81
73	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86	1.83	1.81
74	3.97	3.12	2.73	2.50	2.34	2.22	2.14	2.07	2.01	1.96	1.92	1.89	1.85	1.83	1.80
75	3.97	3.12	2.73	2.49	2.34	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85	1.83	1.80
76	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85	1.82	1.80
77	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.96	1.92	1.88	1.85	1.82	1.80
78	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85	1.82	1.79
79	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85	1.82	1.79
80	3.96	3.11	2.72	2.48	2.33	2.21	2.13	2.06	2.00	1.95	1.91	1.88	1.84	1.82	1.79
81	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84	1.82	1.79
82	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84	1.81	1.79

83	3.96	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.91	1.87	1.84	1.81	1.79
84	3.95	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.90	1.87	1.84	1.81	1.79
85	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84	1.81	1.79
86	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84	1.81	1.78
87	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94	1.90	1.87	1.83	1.81	1.78
88	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94	1.90	1.86	1.83	1.81	1.78
89	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94	1.90	1.86	1.83	1.80	1.78
90	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94	1.90	1.86	1.83	1.80	1.78

Diproduksi oleh: Junaidi (<http://junaidichaniago.wordpress.com>).2010



Appendix 5c

t Table

cum. prob one-tail two-tails	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										